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## Dedications:

While so many people are deserving of a dedication for helping me to achieve this milestone, this dissertation is in honor of my great-grandmother Edna Naomi Watt. She lived to be a hundred years old, but always had the awareness to appreciate how special each day was. I appreciate all the wisdom you bestowed on me, even if it took longer than it should, I am finally awake and listening!

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# The Invisible Epidemic: Educating Social Work Students towards Holistic Practice in a Period of Mass Incarceration

## **Abstract**

The Bureau of Justice Statistics (BJS) reported in 2011 that more than 2 million Americans are incarcerated. The report also indicates that 1 in 32 Americans are under some form of criminal justice supervision (parole, probation or prison), with statistics prognosticating that more than half will return to prison once released. Most of the individuals incarcerated are disproportionately poor people of color. Many have christened the period from the 1970's to present as "Mass Incarceration" (Alexander, 2010). Social Justice is often described as the "organizing value" or catalyst that drives the profession of social work. The National Association of Social Workers (NASW, 2008) *Code of Ethics* as well as the curriculum policy statement of the Council on Social Work Education (CSWE) mandate that social workers and schools of social work education target their efforts towards economic and social justice inclusive of at-risk populations, paying particular attention to issues of diversity and oppression. Yet it is startling that critical discourse in schools of social work pertaining to mass incarceration, is marginal, or in some cases completely absent (Cnaan, Draine, Fraizer, & Sinha, 2008; Davis, 1978; Pray, 1949; Reamer, 2004; Roberts, 1997; Scheyett, Pettus-Davis, McCarter & Brigham, 2012; Wormer, Roberts, Springer & Brownell, 2008). Through a thorough examination of the history of the U.S. criminal justice system and an analysis of both the historical and contemporary relationship of criminal justice and social work, this dissertation introduces a two-semester MSW curriculum. The curriculum infuses social work education with issues relating to mass incarceration and it's various intersections with social work practice. The first semester illuminates the historical evolution of the criminal justice system in the United States and the current state of incarceration, including punitive policies such as the Rockefeller Drug Laws, Truth in Sentencing and 3 strike legislations. The second semester highlights systemic and personal challenges to practicing within, and around the criminal justice system. The second semester pays particular attention to evidence based clinical practice theories and interventions. The curriculum utilizes the Council of Social Work Educational Policy and Accreditation Standards to create an amalgamation of clinical and macro competencies. The output is the introduction of a criminal justice infused macro history, and a micro clinical practice course to the social work pedagogy in an attempt towards holistic practice and advocacy more in line with the profession's organizing value of social justice.

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The Invisible Epidemic: Educating Social Work Students towards Holistic Practice in a  
Period of Mass Incarceration

Kirk A James, MSW

School of Social Policy and Practice, University of Pennsylvania

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The Bureau of Justice Statistics (BJS) reported in 2011 that more than 2 million Americans are incarcerated. The report also indicates that 1 in 32 Americans are under some form of criminal justice supervision (parole, probation or prison), with statistics prognosticating that more than half will return to prison once released. Most of the individuals incarcerated are disproportionately poor people of color. Many have christened the period from the 1970's to present as "Mass Incarceration" (Alexander, 2010). Social Justice is often described as the "organizing value" or catalyst that drives the profession of social work. The National Association of Social Workers (NASW, 2008) *Code of Ethics* as well as the curriculum policy statement of the Council on Social Work Education (CSWE) mandate that social workers and schools of social work education target their efforts towards economic and social justice inclusive of at-risk populations, paying particular attention to issues of diversity and oppression. Yet it is startling that critical discourse in schools of social work pertaining to mass incarceration, is marginal, or in some cases completely absent (Cnaan, Draine, Fraizer, & Sinha, 2008; Davis, 1978; Pray, 1949; Reamer, 2004; Roberts, 1997; Scheyett, Pettus-Davis, McCarter & Brigham, 2012; Wormer, Roberts, Springer & Brownell, 2008). Through a thorough examination of the history of the U.S. criminal justice system and an analysis of both the historical and contemporary relationship of criminal justice and social work, this dissertation introduces a two-semester MSW curriculum. The curriculum infuses social work education with issues relating to mass incarceration and it's various intersections with social work practice. The first semester illuminates the historical evolution of the criminal justice system in the United States and the current state of incarceration,

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The Invisible Epidemic: Educating Social Work Students towards Holistic Practice in a  
Period of Mass Incarceration

**Introduction**

With the magnitude of incarceration in the United States at an unprecedented level, Social workers are increasingly being called upon to work directly and indirectly with diverse individuals, families and communities impacted by mass incarceration. Yet the level of academic preparation necessary to foster competency is marginal and in some cases absent in schools of social work (Cnaan et al., 2008; Davis, 1978; Pray, 1949; Reamer, 2004; Roberts, 1997; Scheyett et al., 2012; Wormer et al., 2008).

This dissertation aims to infuse social work pedagogy with a historical and contemporary understanding of the criminal justice system in the United States. It also aims to understand the history of social work practice and pedagogy as it pertains to the criminal justice system. It further aims to extrapolate clinical theories and practices that have demonstrated empirical validity working with criminal justice populations.

The aims will be met by exploring the development of the criminal justice system in the United States from 1600 to present day. The complexity of “mass incarceration” will then be explored to inform a better understanding of the various factors that have contributed to the United States incarcerating more of its citizens than any other nation in the history of the world. The historical and contemporary relationship of social work practice and pedagogy in relationship to issues of mass incarceration will also be explored. The information will then be utilized to guide a framework for the development of a macro history and a micro practice curriculum to infuse social work pedagogy with a

more holistic understanding/practice with populations impacted by the criminal justice system.

## **CHAPTER 1: The United States and Prisons:** *A brief historical look back*

The idea of punishment for transgressing perceived societal norms could be extrapolated in biblical proclamations calling for an eye for an eye or a tooth for a tooth. The biblical era espoused punishment as the principal response to crime; it was thought punishment would help to maintain the distinction between right and wrong, thus promoting a more just/moral society (Bonomi, 1986, Kann, 2005). As society advanced, this underlying belief continued to influence Americas approach towards crime and punishment. Criminal justice philosophers and scholars have identified three main components relating to punishment over several centuries beginning with the retributive (Post-Revolution), moving on to the utilitarian (Pre-Revolution), and finally the rehabilitative (Reform Era) (Smith & Natalier, 2005). They all represent distinctly varying ideologies regarding the response to crime; the reform era in particular would take on various transformations in the way it responded to crime and prisoners, going from a clinical/medical model of treatment, to a more antiquated approach (get-tough on crime). Yet despite the purported proclamation of scientific and cultural enlightenment, the punitive ideology representative of earlier responses to crime seems to have permeated the very fabric of the criminal justice system in the United States.

### **RETRIBUTIVE: Pre-Revolutionary America**

Prior to the American Revolution, American colonies relied on sanguinary punishment such as public whippings, pillory, mutilations and even castrations in some cases (more in line with England's abominable "blood codes") to address crimes and other acts of civil disobedience. "Religion was clearly the salt that flavored colonial life and it permeated every aspect of life"...so it was no surprise that crime and sin were

viewed synonymously (Blomberg & Lucken, 2010, p.13). The lack of distinction between crime and sin, informed and perpetuated a belief that it was thus the work of the devil and not worthy of further exploration. The answers were to be found in the religious paradigm that permeated life in the early colonies (Blomberg & Lucken, 2010).

Specific emphasis was placed on public displays of punishment as a means to thus deter further commission of crime in the mostly homogeneous colonies. Communities were self-contained with little turnover or change within the population. Thus the response and impetus of punishment served more as a deterrent and means of conformance, hoping to draw deviant individuals back into the fold (Hirsch, 1992). It was said that colonial authorities and their brand of punishment often mirrored that of “a stern father seeking to mend the ways of their wayward children” (p.5). In a public confession prior to being executed in 1789 for robbery, Rachel Wall’s public confession mirrored that of a disobedient child. She confessed not only guilt associated with the commission of crimes, but she also confessed to lying and stealing to her family, as well as breaking various religious verdicts such as holding Sabbath (Williams, 1993). Respecting the Sabbath during colonial times was considered sacred and to be upheld at all times. Friedman (1993) elucidated accounts of men being fined for being absent too frequently from church, or punished for behaviors deemed inappropriate, such as report of a sailor returning from years at sea and kissing his wife in public.

Children didn’t fare much better. It was reported that those who did not obey their parents could be “severely punished, or even executed (in rare cases). Respect for parental authority was considered a precursor to religious discipline and civic responsibility (Blomberg & Lucken, 2010).

Social control was loosely regulated by a few members within the colony who acted in a quasi law enforcement capacity as the formulation of a systemized form of social control had yet to exist, and really was not required given how close knit the towns were. In colonies considered “backcountry”, it was not unusual however to have breakdowns in the systems of social control. The response however was usually swift and severe by members within the colony upon the perpetrators to thus preserve a sense of community. And if the perpetrators happened to be from outside the community, the retribution would be exponentially more brutal (Blomberg & Lucken, 2010). In an act from 1792, it was stated that the punishment for those convicted of idleness (willingly not working) be whippings and hard labor (Vale, 2000). Generally speaking, it was said that there was a punishment or fine for just about anything-deemed offensive. Efforts to rehabilitate “offenders” were inconceivable as colonists had no real expectations of eradicating crime by curing or fixing offenders...the purpose was, in the end, primarily retributive” (Blomberg & Lucken, 2010, p.18).

The word “prison” is probably one of the few words that no matter in what vernacular it is spoken, it conjures up an axiomatic understanding or response in most people, yet its modern connotation isn’t as antiquated as most of us think. Prisons up until the 18<sup>th</sup> century were used primarily as holding institution for those accused of committing a crime or a public offense contrary to the religious zeitgeist (such as not holding the Sabbath). These individuals were usually held for a short term till a verdict such as public punishment or a fine was administered (Rotman, 1990). This earlier (utilization or lack thereof of prisons) can be partially attributed to the agrarian nature of society; People were needed to maximize productivity. Keeping large segments of the

population in prison would severely handicap levels of production and thus compromise survival in the colonies; however, as the times were changing, so was the mindset regarding prisons.

By the late 1700's a movement started to take root as a direct response to the shift in colonial way of life, the scientific revolution and the period known simply as the "Age of Enlightenment," Fathers of the soon to be Republic were drawn to the work of French thinkers such as Montesquieu, Voltaire and Diderot, and specifically the work of Italian Cesare Beccaria whose initial anonymous essay on *Crimes and Punishment*, is considered the catalyst in birthing a new paradigm in response to crime in early America (Allen & Simonsen, 1995). This period placed greater emphasis on science verses religion, appropriateness of punishment in relation to crime, and was specifically critical of the death penalty. Seeking to find a middle path, the old ways was cast aside with its critics citing its barbaric and antiquated nature. "The rhetoric of the enlightenment suggested that misguided individuals could be persuaded to exercise moral restraint, good judgment, and self control" (Blomberg & Lucken, 2010, p.29). Criminals were no longer to be punished based on religious virtue or offenses deemed by the Bible to be against God, instead they would be judged by the commission of acts that were contrary to the welfare of their community.

Benjamin Rush, one of the Founding Fathers of the United States and known opponent of capital and corporal punishment, initiated discourse with interested reformers to discuss a new treatment of criminals and crime which had become more wide spread with means of production shifting from agrarian, to industrial. These shifts resulted in the formations of cities and a substantial increase in the population. Rush was



quoted as saying, “distress of all kinds, when seen, produces sympathy and a disposition to relive it” (Kann, 2005, p.101). There “discussion resulted in the recommendation that criminals serve sentences as their punishment, rather than being subjected to capital or corporal punishment, as was the established custom” (Williams, 2007, p.17).

### **UTILITARIAN: Post Revolution America**

To the Builders of this nightmare  
Though you may never get to read these words I pity you;  
For the cruelty of your minds have designed this hell;  
If men’s buildings are a reflection of what they are,  
This one portraits the ugliness of all humanity.  
IF ONLY YOU HAD SOME COMPASSION

-----Anonymous on a prison wall (Allen & Simonsen, 1995, p.32)

The Industrial Revolution and the numerous changes including the emancipation of slaves and the influx of immigrants, was seen as an affront to the idealized nation that the early settlers had sought to create. “While the beginnings of commercialism brought new conveniences and luxuries, the nation was anti-urban at its core. Americans regarded London and other large European cities as cesspools of greed, poverty, and material excess” (Blomberg & Lucken, 2010, p.37). In light of this belief, it appears that the birth of prison as a means of punishment was an inevitability.

While many theories converged into the design of the new prisons, one would take precedence. The “Panopticon”, or the perfect prison as it was known, was designed by Jeremy Bentham and would become the model of prisons for the next century. Its design (a square wheel with cell blocks arranged like spokes around the hub) enabled total separation of prisoners while allowing a guard to be placed at a central location to thus observe all the prisoners in the various wings. The separation, isolation, and design as a whole were considered integral for rehabilitation and thus its intrinsic features were

extensively argued amongst dueling reformers. Borrowing from Foucault, it was said that:

The features of separation and surveillance were intended to divide time, space, and bodies in such a way as to purify the pathological, prevent the spread of “disease”, and render each man arbiter of his own monitoring and control (Blomberg & Lucken, 2010, p.50).

There is some dispute to where exactly the first prison under the new auspice of carceral punishment was established, some have argued that the distinction belongs to a transformed copper mine in Simsbury, Connecticut (it should be noted that the conditions were so horrendous, riots ensued soon after its inception as a state prison), while others point to the Eastern State Penitentiary in Philadelphia (Allen & Simonsen, 1995); as this is not the focus, I will juxtapose the advent of the Auburn and Pennsylvania systems which in some ways captures the dueling zeitgeist of the era.

**Pennsylvania system**, penal method based on the principle that solitary confinement fosters penitence and encourages reformation. The Philadelphia Society for Alleviating the Miseries of Public Prisons, whose most active members were Quakers, advocated the idea. In 1829 the Eastern State Penitentiary, on Cherry Hill in Philadelphia, applied this so-called separate philosophy. Prisoners were kept in solitary confinement in cells 16 feet high, nearly 12 feet long, and 7.5 feet wide (4.9 by 3.7 by 2.3 m). An exercise yard, completely enclosed to prevent contact among prisoners, was attached to each cell. Prisoners saw no one except institution officers and an occasional visitor. Solitary penitence, however, was soon modified to include the performance of work such as shoemaking or weaving. The Pennsylvania system spread until it predominated in European prisons. Critics in the United States argued that it was too costly and had deleterious effects on the minds of the prisoners. The Pennsylvania system was superseded in the United States by the Auburn system (Pennsylvania system, 2012).

**Auburn system**, was the penal method of the 19th century in which persons worked during the day and were kept in solitary confinement at night, with enforced silence at all times. The silent system evolved during the 1820s at Auburn Prison in Auburn, N.Y., as an alternative to and modification of the Pennsylvania system of solitary confinement, which it gradually replaced in the United States. Later innovations at Auburn were the lockstep (marching in single file, placing the right hand on the shoulder of the man ahead, and facing toward

the guard), the striped suit, two-foot extensions of the walls between cells, and special seating arrangements at meals—all designed to insure strict silence. The Auburn and Pennsylvania systems were both based on a belief that criminal habits were learned from and reinforced by other criminals (Auburn system, 2012).

Auburn became known as the “congregate” system while Pennsylvania became known as the “separate” system as it espoused silence and separateness of prisoners at all times. While the two systems differed primarily regarding the time spent in solitary confinement, they maintained numerous similarities. They both strove to maintain discipline by enforcing stringent rules, which revolved around mandatory labor, silence and discipline (Rotman, 1990). “Convicts” were forced to wake, eat and sleep at predetermined times. Food portions were similarly uniform consisting primarily of bread, potatoes and “Indian meal” (a type of grain) made into mush or broth. It was said, “a half-quart of molasses to every four prisoners was permitted on Tuesday, Thursday, and Saturday” (Weld, 1839, p. 38). The mandated silence was thought to induce retrospection and thus foster penance, which was considered a prerequisite for change.

In 1821, Prison administrators at Auburn designed an experiment to test the efficacy of the Pennsylvania System. They took 80 of the men they felt were the most resistant to reform and placed them in solitary confinement, enforcing idleness for a period ranging from Christmas 1821 to Christmas 1823. While the design was criticized as certain facets did not accurately match that of the Pennsylvania system, the results were however conclusive. Most of the men became mentally or physically sick leading to the early termination of the experiment (Allen & Simonsen, 1995). Proponents of the Auburn system would also site its ability to produce income via its utilization of prison labor, and its classification of prisoners according to their crimes as factors to favor that model.

With its ability to produce income via industry, most states would make Auburn the prison model over the next half century. From 1825 to 1869, 35 prisons would be built from the North to the South with Auburn as the prototype. It was said that “bigger and cheaper” was the motto. The medieval design and sheer enormity, coupled with the discipline enforced, was said to foster despair by making people feel small and insignificant, thus serving as a deterrent to future crime (Allen & Simonsen, 1995).

The advent of these two systems is credited with such innovations as separation and classification of individuals according to the nature of their crimes, sex, and age (specifically separation of children from adults) among others. Yet even in this new paradigm of responding to crime, the sheer violence of the “bloody codes” was not forgotten. It was said that every brutality imagined in the early colonial days outside of “mutilations” were utilized to maintain prison order (Blomberg & Lucken, 2010). Various reports over the following few years served to illuminate conditions of what had been deemed an “advance system.” In some institutions it was reported that as a form of discipline, offenders were suspended in the “air by their toes or thumbs.” An investigation into Pennsylvania prison practices found that water was allowed to freeze on the heads, hands and feet of individuals as punishment during the winter months (Blomberg & Lucken, 2010, p.54).

The level of brutality being carried out in the prisons had reached a new level of low. After visiting the Pennsylvania prison, Charles Dickens (1842) wrote:

In its intention, I am well convinced that it is kind, humane and meant for reformation; but I am persuaded that those who devised this system of prison discipline, do not know what it is that they are doing. I believe that very few men are capable of estimating the immense amount of torture and agony which this dreadful punishment, prolonged for years, inflicts upon the sufferers; and in guessing at it myself, and in reasoning from what I have seen written upon their

faces, and what to my certain knowledge what they feel within, I am only the more convinced that there is a depth of terrible endurance in it which no man has a right to inflict upon his fellow creature (p.124)

As the economy and idealism that precipitated the period of “enlightenment” began to wane, the south began to adopt a new perspective regarding the penal system, basically disregarding the Auburn model:

The South adopted a punishment philosophy based on impending economic needs. Their system was based not on philanthropic ideas, but on the idea that the “possession of a convict’s person is an opportunity for the state to make money; that the amount to be made is whatever can be wrung from him” (Cable, 1884: 586). This philosophy took the form of the convict lease system, which served as a slavery model for rebuilding a war-ravaged economy and infrastructure (e.g., railroads). (Blomberg & Lucken, 2010, p.57)

There existed less oversight in the leasing system; “inmates” were sent anywhere in the United States that demanded their labor. Vagrancy laws and ambiguous ones such as insulting gestures (such as a Black man holding up his face as he passes a White person) were enforced primarily against poor Blacks leading to what some consider the first prison boom (Alexander, 2010, Oshinsky, 1996). Their treatment and living conditions were deplorable. The working conditions arguably worse, led Friedman (1993) to conclude that inmates were treated more like insects than human beings. Mortality rates were significantly higher than that of regular incarceration...especially that of the “negro” prisoner. “A large portion of the prison population in the South was composed of plantation blacks who had no influence or resources, and they were treated with no mercy” (Allen & Abril , p.42). This prompted Tannenbaum (1938), writing an expose of prison conditions in the South to preface her writing with this caveat: “please reader, do not read this chapter unless you can steal your heart against pain” (p.74). This would be one of

many exposes that sought to illuminate the conditions of the prison system in the south in hopes of changing the conditions, but it was not to be.

While the pain was great, the profit was greater. Companies flocked to utilize this new cheap mostly “negro” labor (Alexander, 2010; Todd, 2005,). McKelvey (1936) noted that “while prisoners of the North may have grown pale and anemic gazing through the bars in a tower, the southern counterparts dragged his chains through long years of hard labor, driven by brutal torture, often times to his grave” (p.172)

The voice of dissent and outrage regarding the system began to grow, as did the levels of crime. The euphemism that blanketed the new Republic post Revolution began to shred amidst the harsh realities that accompanied such rapid social, economic, industrial and population growth. This was especially apparent for soldiers who served in the Revolutionary war (and wars to come), many turned to crime in an effort to sustain, the economy that was unable to provide adequate jobs and other levels of support (Hirsch, 1992).

Various oversight reporting agencies and commissions began to report that the system was actually increasing recidivism rates. “It was concluded that the likelihood of recidivism was far greater than the odds of reform” (Blomberg & Lucken, 2010, p. 54). Many questioned the rational of prisons, including David Rothman (1990) who has researched the history of prisons extensively in the United States. He was quoted as saying: “if nothing else, penal institutions were convenient because they housed the strange alien hordes” such as “negroes”, immigrants and other challenges to the status quo (p. 59). Advocates of the early penitentiary defended it as a “human enterprise” able to turn men and women who would offer nothing to society, into a financial gain for the

state (Hirsch, 1992). While the latter was a palatable explanation for many, a change was again on the horizon. The new nation struggled with the age-old question of punishment or rehabilitation for those that violated its sanctuary.

### **THE REHABILITATIVE ERA**

The growth of America in light of the Industrial Revolution (and later mechanization) was unparalleled, but unfortunately, so was the high levels of crime (and subsequent prison overcrowding). Progressivism started to take root, many argued as to what extent government should play in addressing these new societal ills (Blomberg & Lucken, 2010). At its core, “Progressivism embraced the notion that government would be the outstretched hand that made rehabilitation possible” (p.61). A Social-Structural paradigm inclusive of biological and psychological theories became the dominant lens in viewing crime. The unequal distribution of wealth, and the realization that one third of the nation lived beneath the poverty level in 1900 became more prominent in discourse as it pertained to crime (Bok, 1992).

Robert Hunter was a leader in the fields of social work and charities in the early part of the 20<sup>th</sup> century. He in 1904 published a book titled *Poverty*, in which he explored social conditions in the inner cities. He concluded that many of the perpetrators of crime are nothing more than the exploited mass of capitalism, and their trajectory towards crime is nothing more than opportunistic in the face of poverty. Irrespective of the perceived epistemology that lead one to crime, it was generally agreed by penologists that individuals should be reformed while incarcerated. A new system was thus needed, the old system once again appeared flawed, and ill equipped to facilitate the required change (Hunter, 1904).

A pillar associated with early republicanism and the foundation of distributive justice is the ideal of individual meritocracy (Hirsch, 1992). It is an ideology that called for individual advancement based on merits. This ideology led to an embrace of a new system credited to Alexander Maconochie and Sir Walter Crofton (Putney & Putney, 1962). Maconochie while in charge of a British Penal Colony designed a system that would be later refined by Crofton. This system initially called the “mark system,” allowed individuals to earn their freedom if they worked hard and demonstrated good behavior, in stark contrast to the determinate (fixed) sentence of the time which many argued gave no incentive for “convicts” to change or abide by rules and regulations. Crofton further expanded this system by necessitating certain stages be completed as a prerequisite to release:

The first stage was composed of solitary confinement and monotonous work. The second stage was assignment through public works and a progression through various grades, each grade shortening the length of the stay. The last stage was assignment to an intermediate prison where the prisoner worked without supervision and moved in and out of the free community. If the prisoner’s conduct continued to be good and if he or she was able to find employment, then the offender returned to the community on a conditional pardon or “ticket-of-leave.” This ticket could be revoked at any time within the span of the original fixed sentence if the prisoner’s conduct was not up to those standards established by those who supervised the conditional pardon. (Allen & Simonsen, 1995, p.51)

This new system gave birth to the idea of parole, and was adopted during the American Prison Congress of 1870. This gathering featured over 130 representatives from various countries, and representation from most states within the United States (McKelvey, 1977). It was noted “the conspicuous absence of the Eastern Pennsylvania freed the convention from the usual acrimonious debate over the rivalries of the fathers” (p. 89). It nonetheless remained acrimonious, as various presenters jockeyed for their



ideas to be the prototype for which all others would follow. One such proposal did just that in lighting the path for the others. The New York delegation was represented by Zebulon Brockway, his speech was titled “Ideal for a True Prison System for a State”. Brockway had a long and respected career in the prisons and was considered somewhat of a visionary (Allen & Simonsen, 1995). His revolutionary speech proposed:

that a nonpolitical commission, such as that recommended in New York, be created and given full power to build and control juvenile reform schools, district reformatories or houses of correction, reception prisons for male adults in which each convict would be examined and the incorrigibles retained for life while the others would be transferred to industrial or intermediate reformatories, and lastly reformatories for women. He recommended that discipline be by grades and marks and that these be administered in connection with indeterminate sentences so as to release each prisoner as soon as he was reformed. Brockway’s paper, with its inspiring ideals full of revolutionary significance, soon became the center of a stormy discussion; in the end the declaration of principles approved most of his recommendations (McKelvey, 1977, p.90).

The Declaration of Principles at its core was the adaption of the scientific treatment of offenders based on the medical model. Instead of focusing on the nature of the offense, this new paradigm would instead focus on the nature of the offender. This archetype switch would serve as a catalyst for the reform movement, and its reformatory built in upstate New York (Allen & Simonsen, 1995). Elmira as it would be known would become the model for the reform movement. When it opened:

It rejected 19th century penology's holy trinity of silence, obedience and labor. Elmira's goal would be reform of the convict, and its methods would be psychological rather than physical. Instead of coercing with the lash, Elmira would encourage with rewards. Mass regimentation would yield to classification and individualized treatment. Instead of fixed sentences to fit the crime, the indeterminate sentence would be adjustable to fit the criminal. Rather than outright release after the offender "paid his debt to society," the new parole procedure would assure he did not begin running up a new tab (Garcia, 2011, p. 122).

Its first superintendent Zebulon Brockway led Elmira Reformatory and the path that followed. Brockway experimented with privileges for good conduct as an attempt to maintain inmate compliance and discipline. Sending inmates to halfway type housing was utilized as a prelude to release; this was an attempt to reorient the individual to society after their incarceration. Greater emphasis was also placed on preparing the inmate for release by providing educational and vocational trades (McKelvey, 1977). Brockway reasoned that the old way relied on a “mystic morality” which was not quantifiable, and was thus un-measurable in regards to assessing the efficacy of punitive and retributive approaches in penology (Petersilia & Reitz, 2011). Brockway stated the following:

To treat a prisoner as a patient, to study his symptoms and make the applications they require, to punish him for what demands punishment, to teach him, to reform him, to raise him, and to cure him - these are all parts of a system which has any promise of success (p. 346).

This new scientific application was primarily intended for first time male “offenders” incarcerated between the ages of 16 and 30. It was thought that this age range was less hardened in criminal behavior and thus more susceptible to reform. The new medical model approach, “assumed that offenders were sick and attempted to “cure” them (Rotman, 1990). The female population at the time was largely overlooked due to their relatively small numbers; it would be over a decade after the establishment of Elmira that female reformatories such as “the Hudson house of refuge for women convicted of certain misdemeanors, chiefly those involving sex morality”, and later succeeded by Albion and Bedford Hills would open their doors (McKelvey, 1977, p.165).

“In these proposed “prison science” laboratories, offenders were not to be referred to as “prisoners” or “convicts”, but instead as “inmates” (Towner, 1886, cited in Blomberg & Lucken, 2010, p.72). It was believed that the new “inmate” designation

would instill greater character and accountability in these individuals. The vernacular and work of the staff was to also mirror that of the medical profession. Daily activities were quantified and thus measured allowing staff to track and reward each satisfactory stage completed. “Once satisfactory progress had been demonstrated (primarily in educational, vocational, work and compliance with the rules and regulations), the offender would be released to enter into a period of community supervision known as parole” (Blomberg & Lucken, 2010, p. 73).

Parole coupled with the indeterminate sentence, was the carrot on the stick that penologists envisioned would lead individuals to the well of reform while incarcerated. The application however failed to replicate the theoretical expectations. Guidelines for intermediate sentencing were either non-existent or not followed. What was intended to create uniformity and thus eliminate disparities in sentencing did the opposite.

“Indeterminate sentencing without guidelines fueled sentencing disparities, with offenders of identical legal status serving sentences of different lengths” (Blomberg & Lucken, 2010, p. 80). Calculating prison wardens who were constantly in search of new ways to control their increasing populations and the ensuing violence as a result of overcrowding, began to utilize the threat of denying early parole or release as a means of maintaining control in their prisons.

The process for releasing individuals on parole was also severely flawed (Blomberg & Lucken, 2010; Rothman, 1980; Simon, 1993). Parole’s original conception, involved a team of behavioral experts who would serve as a parole board. Their duties were to appropriately review facets of the offender’s institutional record, as well as the offender’s insight into the crime and plans for the future, including job prospects.

However, the parole boards were comprised mainly of politicians, friends of politicians and various other individuals without the envisioned established criteria (Rothman, 1980). This hotchpotch group would become responsible for determining the fates of hundreds of individuals each year. The parole board would meet a few times a year with the actual interview lasting no more than 5 minutes (Rothman, 1980). With no formal guidelines to follow, the meetings would focus on factors ranging from “the physical appearance of the offender”, to whether they had secured employment, or “questions seeking to elicit verbal assurances of good behavior from the offender” (Blomberg & Lucken, 2010, p. 81). Once individuals were released in this arbitrary and capricious manner, they were mandated by parole stipulations that warranted work, honest conduct, and avoidance of unsavory characters (Pisciotta, 1994).

Individuals once released were mandated by parole officers to stay away from individuals or communities that were held in criminal repute, this was an almost insurmountable task as many of the individuals once released had no choice but to go back to the poor crime ridden communities of which they came (Blomberg & Lucken, 2010). The fallacy inherent within this stipulation would result in high levels of revocations and violations resulting in the “offender” being sent back to prison. Mays and Winfree (2005) classified these early years of parole as essentially a merry go round which always returned prisoners to the starting point, which unfortunately for them was prison.

The idea of probation would meet a fate similar to that of parole. Probation was intended as an alternative to prison for crimes not considered to be too egregious. The theory was that the individual would be better served with community rehabilitation

rather than placement in a prison, which had the potential of nurturing criminal tendencies (Blomberg & Lucken, 2010). Unfortunately like its sister agency parole, probation officers were under skilled, underpaid and overworked. Documents show that probation officers were sometimes responsible for caseloads totaling almost 300 individuals (Rothman, 1980). “The ability of probation officers to provide informed decisions to judges and supervision to offenders was predictably impeded” (Blomberg & Lucken, 2010, p. 82). Contact between probation officers and offenders, were mandated as much as once weekly depending on risk factors. However, in many cases the contact “was rare and, in some jurisdictions, amounted to no more than ten minutes a year...Consequently, pre-sentence investigations were compromised of few facts and much speculation and were described as dossiers of gossip” (p. 82)

Even in light of the less than glowing reports, certain facets of the reform ideology, chiefly the concept of indeterminate sentencing, education, and parole, soon transitioned to State Prisons. They would go on to be staples (some would argue more in theory than practice) of penology in and outside of America to this current day, yet the reformatory period is generally considered a failure. Some attributed this failure to:

The same physical environment and the same underpaid and poorly qualified personnel found in prisons were also found in reformatories, those institutions were soon reduced to the junior prisons with the usual routine. The same old “prison discipline” was still the most dominant feature in any penal program (Allen & Simonsen, 1995, p. 53).

The same old “prison discipline” mirrored some of the past brutalities that the reform movement wanted to distance itself from. Reports began to surface condemning the reform movement as using science to mask inhumane practices/torture. It was concluded from a study of reformatories in three states that: “the reformatory offered

little more than scientific jargon and justification for practices that were neither new nor humane (Blomberg & Lucken, 2010, p. 78). Enoch Wines (1880), a prominent reformer of the time, condemned the movement for its over incarceration and unfair sentencing of Blacks compared to Whites. Leaders of the reform movement were not spared, an article detailing prison abuses called out reform leaders for lacking the ability to discern “between punishment and abuse.” It also condemned their practices as a disgrace to society and further condemned the states that allowed such horrific practices (Blomberg & Lucken, 2010). These reports only began to scratch the surface of what was to come.

Word surfaced that Zebulon Brockway, the man that many considered the face of the reformatory movement, was also vigorously administering a type of paternal discipline indicative of earlier penal times. “Paddler Brockway” as he became known in the prisons amongst his victims, became infamous for administering beatings using “twenty-two by three inch wide leather strap that weighed more than one pound wet” (Blomberg & Lucken, 2010, p. 79) “Euphemisms, such as spanking of the patients, positive extraneous assistance, or harmless parental discipline, essentially gave scientific credibility to beatings and cruelty” (p.79). Prisoners who were not in the line with the rules and regulations of the reformatory were subjected to a diet consisting of nothing more than bread and water for months. Others would be subjected to the horror of a bathroom stall like cell with no windows, no bathroom; forced to endure the indignity of having to defecate and urinate in the same space one was forced to sleep, eat, and carry out whatever daily activities one does in the solitary confinement to survive (McKelvey, 1977). While these illuminations would give most pause, this was not the case as the

reform ideology took root in American penology, precipitating the era that some would term “clinical penology.”

### *The Clinical Approach*

Reform era influence are still present to this day in the form of parole and probation, juvenile courts and indeterminate sentencing (Pratt, 2009), but the era also spawned an ideological ethos leading to varying clinical approaches to understanding and addressing crimes that have also withstood the test of time.

While the “medical model” became synonymous with the early mechanisms of the reform movement, the psychiatric invasion would soon gain momentum. Fueled by the advent of Freudian thought in Western Society (Rotman, 1990), The early part of the twentieth century would bear witness, as psychoanalysis would breathe new life into the therapeutic model of rehabilitation. McKelvey (1977) reported that by 1926 most prisons had a psychiatrist or psychologist. Social psychiatry would influence a more inclusive view of the offender. So the ideology of causation and subsequent treatment, once again shifted from a myopic viewpoint that perceived the criminal perpetrator as sick and need of healing, to a more holistic approach which considered various factors in assessment and subsequent treatment (Rotman, 1990). In theory, this new approach appeared to be the right one in addressing the paradox that existed between crime, causation and appropriate punishment/treatment that penologist had grappled with over the past two centuries. Implementation of practice that fully incorporated theory would prove to be another story.

The paradigm shift in criminal causation prompted greater attention towards a social learning model inclusive of not only the social milieu of the “offender” prior to

prison (which most viewed as negative), but also of the “offender” and his/her current environment. As a result, greater emphasis was placed on creating within the prison an environment that would serve to mitigate the negative aspects of their prior socialization, while also allowing for greater control. Prisons began to utilize sports and various other forms of recreation initiatives to attain this dual goal. In the winter months, musicals and theatre productions would be introduced, followed in later years by the introduction of movies and radio to prison life (McKelvey, 1977).

Thomas Mott Osborne was a man with many titles; chief among them was prison reformer and [former] Mayor of Auburn New York. He was also known to have a flair for the dramatic. As a young man from a privileged social and economic background, he often dressed as a vagrant to experience social conditions that would otherwise elude him (Tannebaum, 1933). Prior to his appointment as chairman of a state reform commission, he read a book by a former prisoner named Donald Laurie, which chronicled his experiences in prison. He was so moved by this book that he convinced prison authorities to let him live for a week in Auburn Prison. He also demanded to be treated like all the inmates (McKelvey, 1977). His request was met with ridicule and cynicism by guards, inmates, and especially the press. Yet he was granted permission and would soon begin his quest to gain an inside perspective on the nuances of the prison and prison life.

A few days in prison garb, walking from cell to mess hall to work shop, and performing the routine task and role of an inmate, quickly won this warmly dynamic man the respect and confidence of his fellows. Among the host of suggestions he received, was that of trusting the prisoners to assume a share of the discipline and management of life within the walls... (McKelvey, 1977, p. 262)

Osborne’s unorthodox attempts at reform by voluntarily choosing to experience prison conditions firsthand concluded in the formation of the Mutual Welfare League.



Osborne believed that prisons should be democratized, allowing for an easier transition upon release. He borrowed a motto from Gladstone in that it is “liberty alone that fits men for liberty” (Chamberlain, 1935). The League was thus established, espousing democratic principles. A leadership committee was established amongst the prisoners via secret ballot. The committee became active and controlled various facets of their own rehabilitation ranging from recreational to rehabilitative activities. Grievance committees composed entirely of prisoners were also created to address institutional and inmate grievances. Osborne however created numerous enemies by his attempts to democratize the prisons and empower men to take responsibility in their reform. Copious fallacious scandals, and various challenges from politicians and correction officers, would eventually bring about Osborne’s departure and the collapse of his Mutual Welfare League in 1929 (Chamberlain, 1935).

The following decades during and preceding the great depression bore witness to substantial increases in prisoners and prisons. The number of inmates in the U.S. prisons increased almost two hundred percent. More than ten prisons were also built, with most utilizing Auburn as the model (Allen & Simonsen, 1995). This period was also classified as the “Industrial Era” of prisons, which had its early roots in Pennsylvania’s Eastern Penitentiary and the production of “handicrafts” during solitary. Utilizing various facets of industry, prisons had essentially become self-sufficient entities. With no labor or commercial laws to restrict them, prisons maintained carte-blanc authority to produce and sell the products generated from their free labor force. Opposition though had been mounting beginning with the convict leasing system of the south, which many had argued created a disadvantage to those in the labor market. Things came to a head with the great

depression, and the push for greater labor regulation witnessed under the Presidency of Franklin D. Roosevelt. The Hawes-Cooper Act of 1929 and the Ashurst-Summers Act of 1935, essentially crippled prison industries by regulating prison products in relation to sale and distribution. As the economy worsened during the depression, thirty-three states would pass laws essentially prohibiting the sale of prison products on the open market, thus dealing a further blow to prison industries (Allen & Simonsen, 1995).

As the money once generated by the industries began to wane, so did the euphoria and attempts at prison reform. It was said that prisons during this era often mirrored the cold and hardened nature of the prisoners it intended to change (Rotman, 1990). The Depression also affected the public and political perception of crime and the efforts of reform. No doubt influenced by such notorious criminals of the era like Bonnie and Clyde, “Ma” Barker and John Dillinger who reaped havoc across the Midwest robbing and stealing. Americans developed an exaggerated fear of lawbreakers some would title “convict bogey” (Allen & Simonsen, 1995). This would force Director of the Federal Bureau of Intelligence (FBI) Edgar Hoover, to declare war on what he termed the “hoity-toity professors, and the cream puff school of criminology” (Allen & Simonsen, 1995, p. 49). Within this new era of “convict bogey” which would be further reinforced decades later by neo-conservative policies, it was concluded that prison inmates “could be dealt with only by locking and relocking, counting and recounting” (p.50).

### *Tough on Crime*

The “get tough on crime” approach again ushered in a new (or some would say old) way of business witnessed by the birth of the super maximum-security prison Alcatraz in San Francisco Bay. Alcatraz epitomized more than any prison of its era the

prevailing zeitgeist. It was to be a prison that in every capacity suggested punishment. It was isolated (an island in the bay), and out of sight in contrast to other infamous prisons, which often sat in the middle of towns. Visitors were not permitted, which further added to its allure. Alcatraz was supposedly impossible to escape, which was certainly reassuring to a society suffering from “convict bogey” (Wellman, 2008).

The lack of income generated by the former industries coupled with the rising prison population (exacerbated no doubt by the Depression), reduced the meager attempts at reform behind prison walls even further; thus, resulting in a period of unprecedented prison riots starting in 1929 before curtailing shortly during World War 2. It would literally explode again as prisoners became increasingly less tolerant of the less than humane prison conditions throughout the country. Alcatraz would have its first riot in 1946 setting the tone for almost 200 more riots between 1950 and 1966 (Wellman, 2008).

In a report by the American Prison Society on the riots, it reported the main causes as:

- Inadequate financial support and official and public indifference
- Substandard personnel
- Enforced idleness
- Lack of professional leadership and professional programs
- Excessive size and overcrowding of institutions
- Political domination and motivation of management
- Unwise sentencing and parole practices (Allen & Simonsen, 1995, p. 60)

The violence that precipitated America’s prisons in the fifties and sixties was arguably a microcosm of the turmoil that shook America’s fabric as millions of people oppressed and marginalized throughout the country stood up and demanded equality.

McKelvey (1977) stated:

As in the larger society, these uprisings not only protested deficiencies in housing, sanitation...but also challenged basic aspects of the system. Confronted by demands that they could not satisfy...officials hastened to suppress the protestors with force. The crescendo of violence however brought a series of investigations

and prompted citizens and legal scholars alike to look again at the basic philosophy of the system (p. 350).

The American Prison Association essentially proclaimed the reform era a failure and thus began to reshape its charter and purpose. In 1954 it changed its name to the “American Correctional Association” and encouraged states to rename their prisons “Correctional Institutions” or facilities. A revised manual of correctional standards was also issued, “it suggested that prison officials administer discipline in adjustment centers, but most convicts continued to describe such centers as the hole” (McKelvey, 1977, p.327). The inherent brutality of the period “prompted fifty convicts to cut the tendons in their heels in order to escape labor assignments in the swamps” (p. 323).

The prison pipeline was the information highway before the dawn of the Internet. News of riots and brutality in other prisons would serve as a unifying force and catalyst for further riots. Yet even with the turmoil of the period, official and public indifference remained, that is until two distinct events, albeit bi-coastal, created the perfect storm; Best extrapolated in the storied intersection of George Jackson, The San Quentin State Massacre, and the Attica Riots.

### *The Demand for Prison Rights*

George Jackson for the better half of the 60’s had become a symbol of the deviant prisoner, and the revolutionary conscience and voice of prisoners from the West to the East. Jackson had been literally and figuratively shot into the spotlight after being charged along with two other prisoners (later collectively known as the Soledad Brothers) for the killing of a white guard at Soledad Prison in California. Even confined, his legend would continue to grow (Liberatore, 1996)

Jonathan Jackson the 17 year old ‘man-child’ and younger brother of George Jackson, disillusioned with the justice system, would stage a “raid on the Marin County Courthouse, kidnapping Judge Harold Haley and several jurors while demanding the freedom of his brother George (he was not in court) and the “Soledad Brothers” (McKelvey, 1977, p. 354). Jonathan’s attempt would be thwarted, as he would be killed along with the Judge and two companions during a shoot out as he attempted to escape. The story made national headlines and George became the symbol of the prisoner revolutionary spirit of the 60’s and 70’s, no doubt enhanced by his advocacy of Black Nationalism and affiliation with the Black Panther Party (Liberatore, 1996)

The inherent lack of homogeneity in prisons, added to the mounting tension between mostly Black prisoners and their White prison guards. Many Black prisoners began to consider themselves “political prisoners”, victims of capitalism and racism. A belief that was further exacerbated as numerous civil rights and anti-war activists were incarcerated leading to more educated and politicized prisons. This belief was further fueled by nationalistic organizations such as the Black Panthers and Black Muslims, whose membership rose exponentially under the mounting racial tensions (McKelvey, 1977). George Jackson (Black Panther Party member) with his defiance and eloquence became the paragon of a political prisoner. Sentenced to a minor charge at 18, he would spend over a decade in prison “aggravated by numerous disciplinary infractions” resulting from his protest of prison conditions. His final protest would come on August 21, 1971 as he “was shot down, allegedly in a frantic dash across the yard for freedom” (p. 354). The circumstances of his death remain questionable to this day, but “the death of George Jackson provided a dramatic symbol of penal revolt...and was the most widely

publicized incident of the mounting resistance that frustrated the correctional objectives of the American prisons” (p. 354).

The American Correctional Society had often regarded the lack of public knowledge, and the general indifference most Americans shared regarding prisons, as primary reasons for a lack of public support in their quest to improve prison conditions. That would change as the San Quentin Massacre culminating with the death of George Jackson, served to put the issues of prisons back into the consciousness of Americans. As also evident by past prison riots in America, it would serve to create a ripple effect from the West to the East Coast.<sup>1</sup>

Attica State Prison while located thousands of miles away from San Quentin, mirrored its conditions and was thus fertile soil for the Black Muslims, the Black Panthers and its Puerto Rican equivalent, the Young Lords. These organizations had aligned themselves together after “participating in an inmate-led sociology class in the summer of 1971” (McKelvey, 1977, p.355). They declared “We are Men” and not animals to be beaten and tortured for pleasure (James, 2005). Their mission as exemplified by their manifesto declaration: “to change forever the ruthless brutalization and disregard for the lives of prisoners here and throughout the United States” (Levinson, 2008, p.1232). The Attica Brotherhood echoed the sentiments of George Jackson; his death would serve as a catalyst for change.

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<sup>1</sup> It is interesting to note that a day prior to George Jackson’s death on August 20, 1971, the Stanford Prison experiment was halted after only 7 days of a planned 14 day experiment. The experiment wanted to look at the psychological effects of one becoming a prisoner or a prison guard. The experiment was halted after individuals playing guards began to subject the individuals playing prisoners to torture. For more information, see Haney, Banks & Zimbardo (1973).

The revolution there was triggered in part as a response to George Jackson's murder at San Quentin because he was idolized by many of the Black inmates. They organized an all day fast and silence in his honor, which helped to create a new solidarity among prisoners from all the various racial factions. Emboldened by this mass cohesion, the leaders among the prisoners began to seek reform of the "barbaric conditions" that existed at Attica. When none of their recommended reforms was even considered by the administration, the prisoners took over the entire prison. For five days from September 9th to the 13th, 1971, more than 1200 prisoners rebelled and seized control of the prison, burning some of its buildings, and taking 39 hostages, both guards and civilian prison staff. The "Attica Manifesto" focused on prisoner oppression and dehumanization. "We are men. We are not beasts, and we do not intend to be beaten or driven as such," was the call to arms by one of the rebellion leaders, L. D. Barkely. Their price for releasing the hostages was negotiated daily, as were national media alerts concerning the negotiations. This notoriety was in part the consequence of 27 high profile celebrities who came to Attica as "neutral observers" ... (Zimbardo, 2007, p.224)

The subsequent massacre at Attica of prisoners and correctional officers by the State Police,<sup>1</sup> and the numerous illuminative reports that preceded it, served to further jolt the consciousness of the American people and Congress to the problem of prisons in the nation (Zimbardo, 2007). Numerous commissions and hearing would take place as a result of the confluence of violence at San Quentin and Attica; the hearings would further illuminate inhumane practices and conditions that festered and grew in prisons (Rotman, 1990). The subsequent reports produced by the various commissioned enquires, would lead to a renewed attempt at prison rights, improved prison conditions, and programming that could be substantiated through evaluative methods (Selke, 1993). Yet as the supposedly "modern" era of prisons advanced, the call for justice and humanity that was witnessed since the genesis of prisons in early colonial America would still echo loudly

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<sup>1</sup> Governor Rockefeller originally reported that the correction officers were killed by their inmate captors during the raid by the state police, this was however refuted by the autopsy reports that showed the death of captives was caused by bullet wounds. For more information see (Zimbardo, 2007).

more than ever from within the “belly of the beast”; succinctly summarized best by the these lines of the Attica Manifesto:

We, the inmates of Attica Prison, have grown to recognize beyond the shadow of a doubt, that because of our posture as prisoners and branded characters as alleged criminals, the administration and prison employees no longer consider or respect us as human beings, but rather as domesticated animals selected to do their bidding in slave labor and furnished as a personal whipping dog for their sadistic, psychopathic hate . . . (James, 2005, p.305)

### **Conclusion**

The Pre and Post Revolutionary response to crime while theoretically different mirrored of a lot of the retributive and punitive paradigms associated with biblical times (Grasmick & McGill, 1994; Evans & Adams, 2003). These punitive paradigms permeated and impeded the various attempts at establishing a criminal justice system that would indeed reform its inhabitants. Numerous reports would highlight the “inhumane treatment” of prisoners particularly in the South. The industrialization of prisons, and the over incarceration of blacks led many social activist to question the true impetus behind the criminal justice system. Yet, the American public would remain largely oblivious to this peculiar institution for nearly 200 years. It would take the massacre of George Jackson and the San Quentin riots to truly elicit a public response. The subsequent Attica Riots would serve as a literal and metaphoric window into the “belly of the beast”, igniting various public and private debates on the effectiveness of prisons.

The National Advisory Commission on Criminal Justice Standards and Goals recommended in a report preceding Attica that no new prison facilities be built. The Commission also strongly recommended closing all Juvenile facilities. The report would go on to state “the prisons, the reformatory, and the jails have achieved only a shocking record of failure. There is overwhelming evidence that these institutions create crime



rather than prevent it. Their very nature insures failure” (Miller, 2009, p.731). Yet those bloody months leading up and culminating with the Attica riots, would change and in some sense humanize prison conditions. College programs would come into existence, and access to vocational and educational opportunities would also be made available. On the surface it appeared that the conditions that the reform movement envisioned necessary to foster rehabilitation was finally becoming a reality, yet beneath the surface social and political conditions were about to converge to create a period aptly titled “mass incarceration”.

## **CHAPTER: 2**

### **Mass Incarceration**

#### *Current State of Incarceration*

Since 2000, the United States has had a prison population greater than 2 million; the rate of incarceration is at an all time high (5 times higher than it was in 1972) and surpasses that of any other nation. Garland stated, “This is an unprecedented event in the history of the U.S.A. and, more generally, in the history of liberal democracy” (Garland, 2001, p.1). Gottschalk (2006) stated that throughout American history politicians have used public anxieties (convict bogey) and ignorance regarding crime and punishment for their own political gain. She goes on say that neo-conservative politicians have fundamentally altered US penal policies, effectively creating a prison boom never before witnessed in the history of the modern world, giving the United States the dubious distinctions of “world’s warden.”

According to the 8<sup>th</sup> edition of the *World Prison Population List*, proportionally America has more people in prison than any other country in the world (Walmsley, 2009). Incarceration in the United States has risen at an alarming rate. The US Bureau of Justice Statistics (BJS) reported in 2008 that there were 754 inmates per every 100,000 US residents, making the US the country with the dubious distinction of not only the most amount of people incarcerated, but also the highest rate of incarceration (BJS, 2011). The numbers unfortunately don’t stop there.

The BJS also reported that there are over 7 million people on probation (under the supervision of state or federal authorities for connection with a crime), in jail or prison and under the supervision of parole (recently released from prison, but still mandated for supervision); these figures indicate that 3.2 percent of all US residents or approximately 1

in every 31 adults were in prison or under the supervision of state or federal authorities (BJS, 2011). Further research also helps to put these numbers in greater perspective: it was reported that from December 31, 1995, the U.S. prison population has grown an average of 43,266 inmates per year (Glaze, 2011). How do we begin to explain this unprecedented growth?

*Explaining the prison boom (a quagmire)*

In 1972, the prison population stood at about 300,000. Today it stands at more than 2 million. One would naturally attribute this to higher crime rates, yet “between 1960 and 1990, for example, official crime rates in Finland, Germany and the United States were close to identical. Yet the U.S. incarceration rate quadrupled, the Finnish rate fell by 60 percent, and the German rate was stable in that period” (Alexander, 2010, p.7). While not exhaustive, this quagmire can be partially explained by examining America’s political response to crime during that period, specifically the neo-conservative viewpoints indicative of Reagan-Bush presidential era.

As years following Attica marched on, it became more apparent that the reform era and prisons in general had failed to meet their respective goals. The political zeitgeist in response, espoused an ideology that rejected any socioeconomic rational to crime. Reagan proclaimed that “here in the richest nation in the world where more crime is committed than any other nation, we are told that the answer is to reduce poverty. This isn’t the answer” (Becket & Sasson, 2004, p.52). He went on to say that Americans had “lost patience with liberal leniency and pseudo-intellectual apologies for crime” (p.52). The Bush presidency would echo a similar stance stating, “we must raise our voices to correct an insidious tendency- the tendency to blame crime on society rather than the

criminal” (p.53). The “get tough on crime” mandate, which became the dominant rallying cry by politicians, would set criminal justice back to the moralistic, reductionist and punitive response to crime indicative of life in the early colonies. These ideas were premised on a view more indicative of retribution than rehabilitation; politicians who dared to go contrary to this neo-conservative paradigm were attacked and dismissed as “being soft on crime”, a label equivalent to political purgatory (Bloomberg & Lucken, 2010). The ingredients were all in place beginning with the passage of the Rockefeller Drug Laws, 3 Strikes, Truth in Sentencing, among others, to create a period like no other witnessed in the history of modern democratic society.

President Reagan officially launched the war on drugs in 1982 (precipitated by Nixon policies and Hoover to some extent), but many point to the passage of the New York Rockefeller Drug Laws of 1973 as the true catalyst for the punitive approach towards the sale and usage of drugs (as well as other crimes) that permeated the nation (Alexander, 2010, Pratt, 2009, Rotman, 1990). The Rockefeller drugs laws of 1973 legitimized the most draconian sentencing guidelines this country had witnessed. They called for a fifteen-year (to life) mandatory prison term for anyone convicted of selling more than two ounces of a controlled substance, or anyone possessing more than four ounces of a controlled substance (Hartnett, 2010). By 1984, most states had mandatory prison terms (Federal and State) for offenses ranging from drug to firearm possession (Bloomberg & Lucken, 2010, Mcshane & Williams, 1997). Mandatory minimums limited court and prosecution discretion in relation to sentencing, which was already the subject of much scrutiny and debate. U.S. District Court Judge Spencer Letts was so perplexed by this loss of discretion that he issued this statement:

Congress decided to hit the problem of drugs, as they saw it, with a sledgehammer, making no allowance for the circumstance of any particular case...Under the statutory minimum, it can make no difference whether he is a lifetime criminal or a first-time offender. Indeed, under this sledgehammer approach, it could make no difference if the day before making this one slip in an otherwise unblemished life, the defendant had rescued fifteen children from a burning building, or had won the Congressional Medal of Honor while defending his country (Quoted in Bloomberg & Lucken, 2010, p.191).

“Truth In Sentencing” was a policy enacted by the federal government in 1987. It was enacted to ensure that individuals convicted of a criminal offense would serve at least 85% of their sentence prior to being eligible for parole/release from prison. Continuing the punitive ideology of the era in relations to criminal justice, it did away with early release from prison (indeterminate sentencing/early parole) as a result of good behavior or completion of mandated programs (Alexander, 2010). As indeterminate sentencing with the opportunity for early release was once used as the carrot on the stick to entice unwilling inmates to participate in the rehabilitative process, federal funding would now be utilized to entice states to implemented “Truth In Sentencing” like laws. The 1994 crime bill allocated more than ten billion dollars to states who were willing to implement some form of “Truth in Sentencing” legislation. Federal aid to construct new state prisons was also used as an enticement, thus by 1995 almost 30 states passed some facet of “Truth In Sentencing” which would result in longer prison sentences for those convicted of committing a crime (Dyer, 2000).

The times continued to get tougher, “Three-strikes legislation” emerged around the same time as “Truth in Sentencing”. It allowed prosecutors to give a life sentence to someone convicted of a felony with 2 prior “serious or violent” convictions. “Juvenile offenders convicted of, for example, two residential burglaries can be convicted years later and be sent back to prison for life for a nonviolent crime such as passing a bad check” (Bloomberg & Lucken, 2010, p.194).

The federal government and at least twenty-four states would implement some form of three-strikes legislation by 1997. There would however be varying consensus regarding implementation. Some states regarded drug offenses as serious while others didn’t, and in eight states only two-strikes were necessary to bring about a life sentence (Walker, 1998). Bloomberg and Lucken (2010) illuminated the impact of truth in sentencing:

Six months following the California’s enactment of the three-strikes law, more than half of the three-strikes cases filed involved such non-violent felonies as shoplifting, auto burglary, theft of cigarettes, and, in one Los Angeles case, theft of a pizza. The effect of this law on the California criminal justice system was substantial. Six months after enactment of the California three-strikes law, the Los Angeles County Jail, which was already under court order for overcrowding, was housing an additional 1,700 inmates (p.195).

Again, while not exhaustive, this punitive approach helps to illuminate the working mechanisms of “mass incarceration” in the United States. “Sociologists have frequently observed that governments use of punishment primarily as a tool of social control, and thus the extent or severity of punishment is often unrelated to actual crime

patterns” (Alexander, 2010, p.7). This theory of punishment as a means of social control is often supported by analysis of the comparative crime rates of the US and various Western countries prior to the prison boom.

### **Reentry, recidivism and the relation to education**

#### *Reentry*

Even with punitive approaches such as “truth in sentencing” and “mandatory minimums”, most people incarcerated will eventually be released from prison. The process of incarcerated individuals returning to society is called reentry. It is estimated that we release almost 700,000 annually (Pratt, 2009). This figure ironically is more than the entire Federal Prison population 20 years ago (Stephan, 2008). Most of these individuals are ill equipped for release due to the meager resources allocated. The limited programs that are available tend to cater to special needs populations inclusive of mental health and substance abuse (Steadman & Veysey, 1997).

#### *Recidivism*

Recidivism is often defined as re-arrest and conviction for a new crime, or in some cases a parole violation, which implies that the terms set out by the Department of Parole or Probation were not adhered to. Statistics show that recidivism numbers are extremely high. In a 1994 longitudinal study, it was determined that 68% of people released from prison were arrested for a new offense within 3 years, with 47% being re-convicted, meaning they were convicted of a new crime while on parole (Langan & Levin, 2002). Further research also concluded that individuals that were sentenced to prison versus probation, tended to have higher levels of recidivism, leading the researchers to question the efficacy of prisons as a deterrent (Spohn & Holleran, 2002).

Langan and Levin (2002) also looked at race as a predicative factor for recidivism and found that ethnicity was a factor that impacted rearrests. Specifically, Blacks had a higher recidivism rate than Whites and Hispanics (age and gender were also seen as predicative factors). Prisoners under the age 18 had an almost 80% rate of recidivism compared to 45% for prisoners over the age of 45, while women tended to have lower levels of recidivism than men.

The crimes with the highest predicative rates of recidivism were motor vehicle theft (78.8%), possession/sale of stolen property (77.4%), larceny (74.6%), burglary (74%), robbery (70.2%), or possession/sale of illegal weapons (70.2%). This elucidation stands in stark contradiction to the Reagan and Bush administrations denouement that social and economic factors are only reflective of “liberal leniency and pseudo-intellectual apologies for crime” (Becket & Sasson, 2004, p.52). The research showed individuals who committed crimes with financial motives, were more likely to be rearrested than those who committed violent crimes (Langan and Levin, 2002).

While recidivism has been historically synonymous with the prison institutions that espouse rehabilitation or punishment for that matter, the levels of recidivism are particularly disturbing when one views it in light of the unprecedented amount of people incarcerated. A quite disturbing question is why are so many people returning to prison when various qualitative studies have illuminated that most prisoners want to stay out of prison when released (Fine et al., 2001; Richie, 2001; Visser & Travis, 2003). While this is surely a complex phenomenon necessitating serious scholarship which I will not attempt to undertake for this project, it is my belief however that this phenomenon can be



partially understood when one examines the reentry process inclusive of educational factors pre, present (during) and post incarceration.

### *Education-Pre-Incarceration*

The correlation between education and incarceration is well documented. On a national level, less than half of all prisoners have completed a high school diploma or the equivalent (GED,) compared to more than 76 percent of society (Williford, 1994). Western and Wildeman (2009) stated, “By the early 2000s, more than a third of young black noncollege men were incarcerated” (p.222). They also go on to state “that incredibly, 34 percent of all young black male high school dropouts were in prison or jail on an average day in 2004, an incarceration rate forty times higher than the national average” (p.225).

It should then come as no surprise that most of the individuals incarcerated come from poor urban communities with notoriously poor schools<sup>1</sup>, where funding has continued to decrease in favor of prisons and policing (Hawkins, 2010). Further ethnographical studies paint a bleak picture:

Of poor neighborhoods, chronically short of legitimate work and embedded in a violent and illegal market for drugs. High rates of joblessness and crime, and a flourishing street trade in illegal drugs, combined with harsher criminal penalties and intensified urban policing to produce high incarceration rates among young

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<sup>1</sup> A lot of recent research has looked at the poor educational system in communities with high levels of incarceration and have concluded that there exist a “school to prison pipeline” due to poor education and punitive policies. For more information see (Wald & Losen, 2003; Archer, 2009; Smith 2009)

unskilled men in inner cities. (Western & Wildeman, p.225)

### *Education-Present-Incarceration*

While funding for prisons has increased exponentially, little of that has been allocated towards addressing the educational disparity of prisoners. The educational inroads created by Attica have slowly faded away as Democratic and Republican lawmakers have adopted the neo-conservative paradigms espousing “tough on crime”, resulting in the bills such as “The Violent Crime and Law Enforcement Act” (1994). This bill allocated billions of dollars for new prisons and police officers, and also created more than 60 new offenses punishable by the death penalty. As controversial as the bill was, the provision that arguably created the most debate was the amendment to Higher Education Act of 1965 that would allow incarcerated individuals to receive federal and state aid to participate in prison college programs. The amendment read “No basic grant shall be awarded under this subpart to any individual who is incarcerated in any Federal or State penal institution” (Blumenson & Nilsen, 2002, p.3). Lawmakers playing on “convict bogey” argued that we were only creating smarter criminals by allowing access to higher education. The research though would beg to differ.

The Open Society Institute (OSI) conducted a study at Bedford Hill Women’s Correctional Facility in New York State, which found that less than 8% of the women who took part in college classes were likely to return to prison, compared to the 30% of women that did not (Bachman & Schutt, 2010). A national longitudinal study commissioned by the U.S. Department of Education found prisoners lowered their likelihood of recidivism to twenty nine percent (national averages ranges from 50 to

70%) merely by participating in educational opportunities (Steurer, Smith, & Tracy, 2001).

Various meta-analyses have also been employed to measure the effects of education on recidivism. Chappell (2004) used a meta-analysis to estimate what was termed post-secondary education (PSE) on recidivism. They were primarily quasi-experimental or correlational studies that were published over a period from 1990 to 1999. The inclusion criteria was very rigid, in that PSE had to be distinct from the other forms of education; only 15 studies met the inclusion criteria. Effect size was measured as the correlation between PSE and recidivism. The results were that participants of the PSE recidivated 22 percent of the time verses non-participants, who recidivated 41 percent of the time. Even in light of the plethora of information that supported the efficacy of higher education as tool to reduce recidivism, the 1994 Crime Bill (discontinued funding for college programs in prisons among other things) was passed proving once again that rehabilitation or correction was not the impetus of policy makers (Alexander, 2010; Pratt, 2009).

#### *Education-Post-Incarceration*

Various meta-analysis looking at the impact of education and subsequently employment, have all found evidence to support the efficacy of them respectfully as tools in reducing recidivism (Pager, 2007); unfortunately, educational opportunities for the majority of people that will find themselves entangled in the tentacles of the criminal justice system are slim to none (Roberts & Springer, 2007)

Once released from prison with little to no educational/vocational training or marketable skills for that matter, these men and women are expected to find living wage

jobs (a primarily parole or probation stipulation) in a competitive market economy that favors advanced degrees and trades, essentially further marginalizing the marginalized (Pager, Western, & Sugie, 2009). Besharov (1999) affirmed the seemingly obvious in that the educational disconnect indicative of life in poor urban communities (where most incarcerated men and women derive from) bodes for poor present, and future economic prospects. Western (2006) illuminated this further in reporting that more than 60% of Black male high school dropouts will be in some capacity of the criminal justice system by the time they reach their mid 30's. To further compound matters, an experiment carried out by Western, Pager and Sugie (2009) served to further illuminate racial disparities in the labor market for the formerly incarcerated.

The experiment was carried out in New York City (NYC). Mostly college educated, young men between ages 22 to 26, white, black and Hispanic were selected based on similar attributes ranging from height to interactional styles. They were subsequently trained to ensure uniformity in presentation. They were then sent out with fictional resumes depicting solid work experience and education levels to apply for almost 1500 real jobs over a 10-month period in NYC. Some applicants however presented evidence of a felony conviction. The results demonstrated a strong racial hierarchy with "blacks only slightly more than half as likely to receive consideration by employers relative to equally qualified white applicants". The research further demonstrated that a "white applicant with a felony conviction appears to do just as well, if not better, than his black counterpart with no criminal background" (Western, Pager & Sugie, 2009, p.11)

Utilizing a clinical paradigm, specifically that of narrative theory, the lack of education makes it more difficult for the released individual to challenge the identity of ex-con, parolee etc. ascribed to them by penologist and politicians alike. Unable to challenge this label, he/she becomes an “other”, more easily discriminated against by a society that has been fed sensationalized stories and imagery, thus fueling and perpetuating “convict bogey”. The ability to form and inhabit alternative narratives for the individual (and society) lays dormant, thus inhibiting any challenge to the destructive phenomenon of mass incarceration and recidivism nurtured by fear and intolerance (Maree, Ebersöhn, & Molepo, 2006).

### **Race and Mass Incarceration**

There is an old saying that “justice is blind”, but at the current pace of incarceration, it is expected that one in three black men and one in six Hispanic men are expected to spend some time in jail or prison during their lives (Gottschalk, 2006, Bonczar, 2003; Mauer, 1990). The Prison Policy Initiative reports that the rate of incarceration in the U.S. calculated by race is 2,531 for every 100,000 Blacks, versus 393 per 100,000 for Whites. African Americans represent approximately 13 percent of the U.S. populations, but yet almost 44 percent of the prison population (Wagner, 2005). Federal statistics also show that the average federal sentence for Black drug offenders was 11 times higher than that of White drug offenders through 1986, but those numbers rose exponentially by 1990. The rate of Blacks convicted of drug offenses is 49 percent higher than their white counterparts, yet research has shown that the usage and sale of drugs is consistent amongst whites and blacks (Alexander, 2010, Mauer & King, 2007). Furthermore, in some cases, research has shown that white youth are more likely to

engage in drug activity (Alexander, 2010). Why then is there such an obvious racial disparity in our nation's prisons?

Western (2006) argued that criminal justice authorities (specifically parole, probation and police officer) have become omnipresent in poor neighborhoods of color where illegal activities are more likely to take place in public settings, in stark contrast to the private homes of whites in the suburbs. The public display leads to a real or perceived belief that greater policing is necessary, thus facilitating perpetuating racial disparities in arrests rates (Beckett, & Sasson, 2004; Western, 2006).

Punitive and draconian drug laws are partially attributed to this period of mass incarceration, which has primarily plagued poor communities of color despite reassurances that the laws could be targeted at "drug-kingpins" (Alexander, 2010; Mauer & King, 2007). The sensationalized stories that precipitated the war on drugs, generally portrayed the moral decay of inner cities, and primarily depicted people of color. The pejorative vernacular (crack whores, crack dealers etc.) used to capture life in the inner city by "tough on crime politicians" and the mass media, would soon saturate public consciousness and thus legitimize and necessitate the levels of policing in inner cities (Alexander, 2010). Yet, somehow lost to public consciousness has been the varying impact of mass incarceration.

### **Mass incarceration: At what cost?**

#### *Financial*

The increased number of prisoners has naturally led to an increase in prisons. The cost of maintaining and running prisons has grown at an alarming rate, so much so that the Department of Corrections budget in many states has risen almost 500% in the last 20

years, while some states such as Pennsylvania report astronomical hikes reaching upwards of 1,700% since 1980 (Greanleaf, 2011). Austin and Coventry (2001) reported that in 1998 the total public funds spent on prison were approximately 35 billion dollars. In 2001, that figure rose to 44 billion dollars. As a point of comparison, the cost of incarceration in 1982 was approximately 9 billion dollars. The department of corrections between 1982 and 2003 has had a 423 percent budget increase (Cnaan, Draine, Frazier & Sinha, 2008). The costs continue to rise; The Drug Policy Alliance estimates that the United States has spent more than 1 trillion dollars on the “war on drugs” over the last forty years with little to show for it (Mendoza, 2010).

### *Education*

The cost of holding one person in prison is estimated to be anywhere from 25 to 50 thousand dollars per year varying with each state (Pratt, 2009). It is estimated that most funds that are allocated for prisons come from the same pool of money that is meant to support education, public health, housing and various other social support programs. Even “as the economic downturn limited all state spending in the fiscal year 2008-2009, the share of general-fund money going to incarceration grew as expenditures in every other category -save public assistance – declined”(Hawkins, 2010, para. 3).

The cruel irony is that on a national level, less than half of all prisoners have completed a high school diploma or its equivalent (GED) compared to more than 76 percent of society (Haigler, Harlow, O'Connor & Campbell, 1994). Consider now that the funding that is being cut from education has the greatest impact on poor urban communities with historically poor educational systems. This irony has not been lost on all:

Researchers began to notice that high concentrations of inmates were coming from a few select neighborhoods -- primarily poor communities of color -- in major cities. These were dubbed "million -- dollar blocks" to reflect that spending on incarceration was the predominant public sector investment in these neighborhoods. NAACP research shows that matching zip codes to high rates of incarceration also reveals where low-performing schools, as measured by math proficiency, tend to cluster. The lowest-performing schools tend to be in the areas where incarceration rates are the highest...in 2009, the School District of Philadelphia faced a projected budget shortfall of \$147 million, after losing \$160 million in state funding. Yet, during this same period, taxpayers spent nearly \$290 million to imprison residents from just 11 Philadelphia neighborhoods, home to about one-quarter of the city's population (Hawkins, 2010, para. 5)

### *Democracy*

Democratic countries usually espouse the right to vote as a cornerstone of maintaining democracy. So it should come as great surprise that in the country considered the quintessence of democratic principles:

The United States not only disenfranchises most of its prisoners, but also is the only democracy that routinely disenfranchises large numbers of people on parole or probation, as well as ex-offenders who have completed their sentences (Gottschalk, 2009, p. 441).

This practice of prohibiting individuals having contact with the criminal justice system to vote, has redefined the ideology of citizenship, and has created political outcasts, unable



to reshape or challenge their destinies utilizing the tools envisioned by the founders of its democracy (Gottschalk, 2009).

Cook (2002) further states that in a “wired world, prisoner information is accessible to all. While many can argue the merits and cons of having such information readily accessible, the loss of privacy undoubtedly impedes, and is often correlated with a loss of democracy.

With the staggering number of people incarcerated, the civil rights and racial overtone should not be ignored; these laws have serious racial consequence towards people of color (Alexander, 2010; Gottschalk, 2009; Hull 2006; Manza & Uggen 2006; Pettus, 2005). In some states, as many as one in four black men are unable to vote as a result of a felony conviction (misdemeanor in some states) (Manza & Uggen, 2006).

### *Social*

While the final figures associated with mass incarceration may be astonishing, how do we begin to quantify the social cost of mass incarceration and subsequent recidivism on historically poor and marginalized communities? According to Lopez (2010), one in every 31 Americans is in some form of the criminal justice system. Analyzing that number according to race, “that is one in every eleven African Americans, one in twenty-seven Latinos, and one in forty-five whites” (p.1028).

According to Arditti, Smock, and Parkman (2005), there were approximately 3.5 million children who had a parent on parole and/or probation. Research indicates that less than half of these men and women on parole will be successful in the community (Langan & Levin, 2002). How then will their children and family members be affected?

With African American and Latino families being further compromised by mass incarceration, with parents being incarcerated at astonishing rates and subsequently returning to prison, we are sure to see greater reliance on a social welfare system already operating beyond capacity, a problem that was predicted by Moynihan in a 1967 report, *The Negro Family: The Case For National Action*. Moynihan's report documented the plight of the African American family living in poverty. He argued that there needed to be greater social investment in these communities as the meager social and economic conditions would perpetuate and exacerbate crime and poverty, thus placing a greater strain on the social welfare system. Almost 50 years after this report, the conditions that Moynihan described as precipitators of crime continue to thrive and grow unabated. So much so that women (African American, and mostly mothers), have the dubious distinction of "the fastest growing prison population", resulting in an astonishing 122 percent increase in the criminal justice system from 1991 to 2007 (Baskett, 2010).

Latinos have also been disproportionally impacted by mass incarceration (Andrew, 2007; Wacquant, 2005; Martinez, 2004). Punitive immigration policies have also resulted in a drastic spike in the incarceration of Latinos, specifically in Federal Prisons. According to Lopez and Light (2009), from 1991 to 2007 the number of Latinos sentenced in federal prisons has quadrupled.

Issues of poverty, poor-education, joblessness and other stressors placed on families and communities most impacted by mass incarceration, have in a perverted way served to usurp what Rose and Clear (1998) call the "building blocks of social order". They further state that:

Well-established theory and a solid body of evidence indicate that high levels of incarceration concentrated in impoverished communities has a destabilizing effect on community life, so that the most basic underpinnings of informal social control are damaged.... This, in turn, reproduces the very dynamics that sustain crime (p.460).

### **CONCLUSION**

The United States commenced a massive incarceration of its citizens during a period spanning the 1970's to current day. With a crime rate that stayed relative to that of Western Europe, the prison population nonetheless managed an increase of over 300 percent. This increase was fueled partially in part by "get-tough" policy primarily aimed at poor people of color. The racialization of this unprecedented period of incarceration has also served to further exacerbate social and economic conditions for people impacted by the criminal justice system. This reductionist approach in addressing its social ills, would earn America the dubious destination of being the world's leader in arresting, and incarcerating its citizens.

While most of the men and women incarcerated will be returned to society, research indicates that almost 70% of them will return to prison within 3 years. This phenomena known as recidivism has continued to plague and challenge the notion of prisons serving as the rehabilitative arm of the criminal justice system. Advocates have argued that the criminal justice system only fosters criminality as it fails to address the needs of its inhabitants, instead focusing on a punitive paradigm negating empirical interventions such as access to education, which has been shown to substantially reduce the likelihood of recidivism.

How can we measure the impact of incarcerating so many people? The social cost of mass incarceration may be impossible to quantify! Yet we know that there will be an impact. An impact that many such as Moynihan predicted could have been averted with greater social resources being allocated to low-income communities.

Helping professionals such as social workers have had storied histories of identifying and working to ameliorate social inequalities. Moynihan may have envisioned helping professions such as social work in his plea; yet, the relationship amongst social workers, prisoners, and the criminal justice has been anything but typical.

### **CHAPTER: 3**

## **Social work and Prisons: A paradoxical relationship**

### *Birth of a Profession*

In the one of the darkest periods in American Prison history, a period marked by unparalleled prison riots, culminating in The San Quentin Massacre and the Attica riots, the brotherhood of Attica demanded to have “social workers” in their struggle for justice (James, 2005). Of all helping professionals, they identified social workers! The profession of social work recently celebrated its centennial in 1998. It is a profession with a rich history of advocating for social justice. Rawls (1999) definition of social justice is most congruent with that of which social work considers it’s “organizing value” (Specht & Courtney, 1995). Utilizing what he termed the “veil of ignorance” (everyone being equal), Rawls takes as its starting point the argument that the supreme manifestation of justice is that which everyone can agree to from a fair position (Rawls, 1999). Meaning, irrespective of race, class, power or privilege, a consensus can be agreed to in regards to principles and practices considered fair. Social work’s historical dedication towards “social justice” is without question, and no doubt contributed to the decision by the men of Attica to list social workers as a demand in their manifesto for more humane prison conditions.

The rise of prisons and the professionalization of social work in the 19<sup>th</sup> century can both be attributed to the similar factors such as immigration, urbanization, and the industrial revolution. These variables among others created and exacerbated social conditions necessitating an intervention. Guided by a morality based on Victorian principles, and the belief that society could be perfected through the application of science to charity, early social workers as evident by the manifestos of Charity

Organization Societies and Settlement House movements possessed a feverish dedication to provide such an intervention (Specht & Courtney, 1995).

“Scientific Charity” as it was known during the birth of professional social work, represented the metamorphosis of early social work from an antiquated helping movement based more on religious principles, espousing a very dogmatic, subjective and paternalistic lens, to a movement that mirrored the euphoria of the (progressive) era in its proclamation of science and the use of empirical data to guide its work with the poor (Wade, 2004). As a result, early social work pioneers such as Jane Addams and Mary Richmond among others, would lead the charge to ameliorate social conditions for juveniles, women, the mentally ill and any person destitute and in need. Their ardent and selfless dedication to bettering society has resulted in many of the privileges that Americans enjoy today according to the National Association of Social Workers (Barker, 1998). The NASW goes on to list some of the ways that social work has contributed to the betterment of society:

Many of the benefits we take for granted came about because social workers—working with families and institutions—spoke out against abuse and neglect.

- The civil rights of all people regardless of gender, race, faith, or sexual orientation are protected.
- Workers enjoy unemployment insurance, disability pay, worker’s compensation and Social Security.
- People with mental illness and developmental disabilities are now afforded humane treatment.
- Medicaid and Medicare give poor, disabled and elderly people access to health care.
- Society seeks to prevent child abuse and neglect. (Barker, 1998)

The birth of professional social work towards the late 19<sup>th</sup> century, is clearly a birth marked by a fierce dedication to improving an unjust society, but

Yet in a period when fierce indignation gave birth to social consciousness and activism around problems such as housing, education, employment conditions, and recreational facilities, the pioneering social workers remained quiet and inactive in relation to a major component of the very system they were both attacking and attempting to ameliorate---crime. Why? (Davis, 1978, p.25)

Content analysis of various social work literatures during the latter part of the 19<sup>th</sup> century and early 20<sup>th</sup>, shows that opposition to the government's punitive response to crime, and the subsequent inhumane conditions inherent in prisons across the country, would scarcely register as a point of contention in social work literature or activism, and when it was, it primarily focused on the rights of the juvenile offender eschewing all others (Holsti, 1969.) Davis (1978) conducted a content analysis aimed at identifying "attempts made by social workers to develop theoretical concepts related to the unique problems of delivery to prison populations" (p.5). He utilized over three hundred articles from various early social work organizations, texts books generally associated with social work, sociology and criminal justice material ranging from 1878 to 1970. The results were mixed. He found social work initially marginally involved with the criminal justice system through the Charities and Correction movements, yet by 1970 the literature indicated that there was an "almost total abdication of the social work role in adult corrections" (p.6)

Davis (1978) postulated two reasons to explain social works relationship with corrections: (1) Social work was not yet professionalized and has yet to develop specializations. This theory may have validity during the earlier part of the 19<sup>th</sup> century, but towards the close of the 19<sup>th</sup> century social work was very organized and had settlement and charity houses all over the country (Agnew, 2004). And ironically, some of the earlier house charity movements were directly aligned with "penologist" under the

auspice of the charities and correction movement (Specht & Courtney, 1995). (2)

“Another cogent reason was that criminals and imprisoned people were held, in the eyes of both the general public and charity workers, as slightly alien and remote from the same moral considerations given to other unfortunates” (Davis, 1978,p.59). The latter reason may be implausible for some, but when viewed from a historical context, the dominant and axiomatic paradigm of the time favored a Darwinist approach in that the “criminal” was “other”, and thus not entitled to the same considerations as other human beings. The understanding of the “criminal as an outcast provided the ideological premise for prison workers and reformers” (Rothman, 1971), thus creating a paradigm that primarily favored punishment and reductionism in practice and policy. If the latter theory holds true, it gives greater depth to the Attica Manifesto proclamation demanding to be treated like men, and not like animals (James, 2005).

Albeit the intention for social workers taking a back seat, it allowed penologists to elevate their profession through the hierarchal ladder and assume the title of “experts” when it came to prisons and subsequent issues of reform. Subsequently so that as the prison reform movement started to take shape in the United States, charity workers were omitted in favor of penologist (such as Zebulon Brockway) as the authorities on correctional issues (Davis, 1978). This is not to say that social work or the charity movement as it was known in that era was not actively involved with matters pertaining to prisons. Social work has had rich history working within the criminal justice system, yet it’s a paradoxical history as Davis (1978) has alluded to.



### **A History of Conundrums**

Individuals and agencies concerned with incarceration working under the aegis of social work have worked in prisons/corrections for decades. John Howard and Elizabeth Gurney Fry are considered pioneering social workers as it relates to prisons. Active in England during the late 18<sup>th</sup> century to the mid 19<sup>th</sup> century, Howard and Fry are said to have contributed to improving prison and individual conditions (Clay, 1969; Roberts & Springer, 2007). Social work infused organizations such as The Correction Association of New York (1844), Maryland's Prisoner's Aid Association (1869), the National Conference of Charities and Corrections (1879), the Massachusetts Correctional Association (1889) and the child guidance clinics of Philadelphia (1897) which worked with delinquents were all instrumental in advocacy around prison (Roberts & Springer, 2007). Yet as social work became more professionalized, its "organizing value" of "social justice" tended to take on a more myopic stance in determining what causes would be deemed worthy (Specht & Courtney, 1995). Prisons and corrections became increasingly more of an anathema to the developing profession (Roberts & Springer, 2007).

Mary Ellen Richmond was a pioneer in the field of social work, and along with Jane Addams (The first American woman to win the Nobel Peace Prize) is credited with much of its early professional development. "Her Life, more than any other, illustrates the development of a profession that would search for a method. Although she did not intend it, she prepared the profession for its warm embrace of psychiatry, psychoanalysis, and psychotherapy" (Specht & Courtney, 1995, p.78). Her 1917 publication, "*Social Diagnosis*", is credited with guiding the profession in its early years. It espoused a

holistic framework that included the consideration of the social environment as it relates to individual problems (an early prelude to the bio-psyche-social assessment). It predicated a belief that individual problems would be understood and treated with better understanding of social and political factors (Roberts & Springer, 2007), yet this belief did not fully permeate to adult offenders in the criminal justice setting. Fox made an attempt to explain this quagmire through his analysis of Richmond's *Social Diagnosis* in its historical content. He gives four reasons as to why social work remained on the peripheral of prisons:

1. Large caseloads
2. The doctrine of self-determination that prevented them from working in an authoritative setting
3. The definition of "authority" as a withholding of services, rather than as an authoritative person or agency, and
4. The belief that social work techniques should remain the same, regardless of clientele and the circumstances of the host agency, which is and over-simplification in the correctional setting. (as cited in Roberts & Springer, 2007, p. xv)

Fox also inferred that the Social Diagnosis created a paradigm that focused more on casework with individuals rather than groups, thus limiting its ability to operate in large authoritarian settings such as prisons. Social Works anathema towards corrections would be further exacerbated by the financial uncertainties of the time, specifically the onset of the Depression. Social workers who had primarily worked with the most impoverished and marginalized populations, were now "inundated with income maintenance problems" and slowly started shifting towards private and government sponsored organizations. Various funding sources beginning with the 1922 Common Wealth Fund created opportunities for social workers to be trained in mental health as assistants to psychiatrists (Roberts & Springer, 2007). This paradigm shift towards mental health

would alter the future of social work practice, yet the change did not come about accidentally or merely the result of existential occurrences (Austin, 1983)

Mary Richmond's "Social Diagnosis" and early social work's shift towards mental health, was greatly influenced by the Abraham Flexner speech at the National Conference of Charities and Correction in Baltimore in 1915. Many social work historians describe this speech as one of the most significant event in the development of social work as a profession (Austin, 1983). Flexner was considered at the time very influential in education development, he was appointed to the General Education Board as an assistant secretary. This board had millions of dollars at its disposal due to large endowments by John D. Rockefeller, and thus had great say in legitimizing professional organizations and their educational institutions. He was thus invited to the conference to weigh in on the topic: is Social Work a Profession? Flexner would conclude albeit with little knowledge regarding the working mechanisms of social work, that rather than being "limited and definite in scope, the field of employment [in social work] is indeed so vast that delimitation is impossible." he basically concluded by saying that social workers had gotten ahead of themselves in their "profession" assertion (p.360). The impact of this speech as well as various funding opportunities geared towards mental health would in many ways alter the course of the profession and its search for an identity.

Furthering the shift was the formation of 2 organizations: (1) The Veterans Administration (now Veterans Affairs) in 1946, and (2) the National Institute of Mental Health (NIMH) in 1947. At the conclusion of World War 2, it was noticed that soldiers seemed to be affected by their wartime experiences. After further examination, it was concluded that they were suffering from a type trauma initially diagnosed as "shell shock"

later termed Post Traumatic Stress Disorder (PTSD). The Veterans Affairs (VA) realized that treatment of PTSD was most successful in the initial phases of onset; however, the medical community (including social workers) was over-extended dealing with the multitude of physically wounded soldiers returning from the war that it could not respond appropriately to this need, funding was thus allocated to the helping professions such as social work in an attempt to ameliorate the problem (Hersen & Heiden, 1995).

The profession would not fully turn its attention to mental health; it would continue to work (albeit in a tangential role) in prisons and corrections that by 1926 “police social workers” existed in 175 major urban areas. The 1930’s also saw social work become more involved clinically in treating children ensnared and at risk for the juvenile justice system(s) (Roberts, 2008). While it may seem on the surface that all was well, articles by Kenneth Pray (1949) of the University of Pennsylvania’s School of Social Work would serve to illuminate the ideological rift that existed in social work towards corrections in the 1940’s and 50’s.

In 1945, Dr. Kenneth Pray, Director (frequently called Dean) of the School of Social Work at the University of Pennsylvania, was a major speaker at the annual meetings of the American Association of Social Workers in Chicago, where he had been elected president. His speech was revolutionary. Dean Kenneth Pray contended that professional social work could and should work in corrections...The response was vitriolic. Traditional social workers engaged Dean Pray intensely and almost viciously. Some of the debate can be read in the issues of *Social Service Review* after that 1945 meeting and several years afterward. His papers were subsequently published posthumously as *Kenneth Pray; Social Work in a Revolutionary Age and Other papers* by the University of Pennsylvania Press in 1949. The debate continued for years” (Roberts & Springer, 2007, p. xv)

While the profession questioned its role in relation to working with and within prisons, new issues would immerge. The school of Social Welfare at Berkeley made an attempt “to expand its program for educating correctional personnel. The effort began in

1948 in an atmosphere of criticism from the profession, it was venomously argued that social workers should not work in correctional settings, so no subsequent educational reforms were necessary (Studt, 1956.) In a 1959 effort to consolidate social work curriculum by Werner W. Boehm, it was concluded (albeit less adversely) that no further curriculum or specialties were necessary for social workers to work in correctional settings (Roberts & Springer, 2007).

The CSWE had a Ford Foundation sponsored Correctional project that lasted from 1959-1964. The project's aim was rooted in whether or not MSW curricula should be infused with specific competencies for work in correctional settings. The debate was intense, but the result was similar to previous sentiments that no necessary knowledge was necessary to prepare social workers for correctional settings (Roberts & Springer, 2007).

The widespread increase in youth gangs in the late 50's would however lead to greater interest and funding in issues pertaining to juvenile delinquency culminating in the expansion of "police social workers" all across the country (Roberts & Springer, 2007). Columbia University School of Social Work would also take an active role as it pertained to juvenile delinquency in the 60's, it would with the help of the Federal Government establish one of biggest undertakings to control and suppress youth gangs of the era called the New York City Mobilization of Youth (MFY). The MFY program would see social workers engage with juvenile gang members and other youth at risk of incarceration in their communities to provide soft and hard skills that could help decrease the likelihood of incarceration. MFY would become a national model for working with at risk juveniles (Roberts & Brownell, 1999).

The 60's would also see social work become more active in parole and probation. Several federal grants were designed to prevent adults from entering the juvenile and criminal justice systems respectively. The involvement of social workers would also culminate in the establishment of probation departments nationwide (Roberts & Brownell, 1999). Milton Rector who was a social worker and the executive director of the National Council on Crime and Delinquency, would recommend as a result of a national study into probation, that all incoming probation officers and supervisors be in possession of a MSW degree and a minimum of 2 years post experience to qualify (Roberts & Springer, 2007).

The 1970's witnessed the closing of many juvenile initiatives and facilities that were established during the 1960's. The push to deinstitutionalize and close juvenile facilities was lead by Jerome Miller who was a social worker and at the time Commissioner of the Massachusetts Department of Youth Services (Alexander, 1995). Growth of neo-conservative ideology in the 70's would create a paradigm shift, "the concept of rehabilitation fell into disrepute"...and as "the concept of rehabilitation faded, so did the social work in the justice system" (Roberts & Springer, 2007, p.45). Coincidence or not, the diminished role of social work in the justice system has coincided with the greatest prison boom in the history of democracy.

### **Conclusion**

The birth of social work represent an era filled with an almost utopian vision of society. Guided by scientific principle, social work would ensure that a socially just society could exist for all its citizens, partially those most in need. The NASW would solidify, operationalize and capture the idealism that the early movements represented.

Challenges would be fronted for better health care, housing and whatever social ills plagued society. Yet, a profession that was seemingly born through the charities and correction movements, remained strangely silent on an issue that many advocates of the time considered to be one of the greatest treats to social justice. And when a dissent was made, it was usually against its own members such as Kenneth Pray who felt that social work should be doing more to advocate and practice with and within the criminal justice.

The history of social work and corrections is potted with incongruities; it continues to be “one of bouncing back and forth between expressing inability to work in authoritative settings, to having state legislative committees demanding that the M.S.W. be the basic requirement for the correctional positions, particularly in probation” (Roberts & Springer, 2007, p.xvi). Yet, in a society with almost 10 million people (mostly poor, marginalized and of color) under the auspice of the criminal justice system in United States, social work can ill afford to take a back seat if its “organizing value” is truly social justice. Schools of social work must provide the necessary educational competency to ensure that practice and advocacy around these issues are in line with social work values and ethics. Yet sadly, this is not the case. Various research has indicated sadly that schools of social work are marginally or in some cases inattentive in preparing students to tackle this phenomenon (Cnaan et al., 2008; Reamer, 2004; Roberts, 1997; Scheyett et al., 2012; Wormer et al., 2008).

## **CHAPTER 4**

### **Current State of Social Work (Education)**

Today there is little doubt to whether or not social work is a profession. In its over 100 years of existence, it has been “instrumental in pushing institutions to value and support labor rights, civil rights and children’s rights, while making health and mental health care services more accessible for all” (NASW, 2011). Guided by the National Association of Social Workers (which was founded in 1955 through the merger of several social work organizations), social workers report chapters in each state with a reported membership of over 150,000. Its mission statement and core values are stated below:

The primary mission of the social work profession is to enhance human well-being and help meet the basic needs of all people, with particular attention to the needs of those who are vulnerable, oppressed and living in poverty.

Social Work Core Values:

- **SERVICE:** Social workers are committed to helping people in need and addressing social problems.
- **SOCIAL JUSTICE:** Social workers challenge social injustice of all forms.
- **DIGNITY AND WORTH:** Social workers value and respect every person, no matter their differences.
- **RELATIONSHIPS:** Social workers recognize the central importance of relationships in human well-being.
- **INTEGRITY:** Social workers value and protect the trust they earn with clients and communities.
- **COMPETENCE:** Social workers practice within their abilities and work to enhance their professional expertise (NASW, 2008)

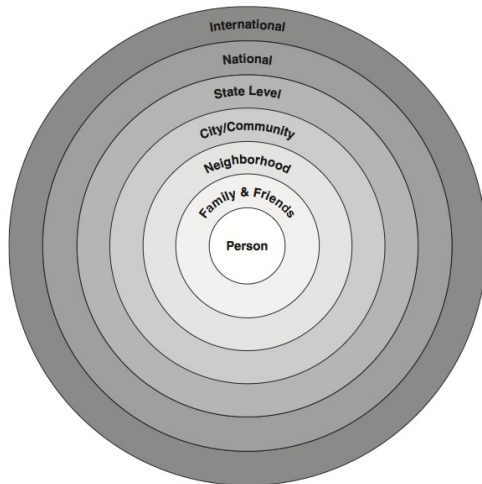
The fields of practice and policy in social work are as numerous as there are social ills and conditions necessitating action. They range from working with families in school settings to civil rights advocacy. The profession has adopted a theoretical approach that favors the person-in- the environment perspective (see illustration 1: titled: Figure 1.1).

The person-in-environment perspective:



Helps social workers conceptualize and make sense of how individuals are enveloped by layers of environmental systems that can both facilitate and hinder their development across time. Social workers can think of the individual person being in the center, with the family in the next circle surrounding the individual, then neighborhood and community institutions coming in succession before the layers or surrounding circles of state, national, and international organizations and forces

### Illustration: 1



**Figure 1.1**  
Person-in-environment perspective

(Cummins, Byers & Pedrick, 2011, p.7).

This framework allows for truly informed practice and by extension policy congruent with social work organizing value of “social justice” (Cummins, Byers & Pedrick, 2011). It is also a framework that diverges from the neo-conservative epistemology of crime that has led to a “tough on crime” paradigm that negates systemic correlates to incarceration, and places blame solely on the individual (Alexander, 2010). It is also an approach that as the paradigm shifts once again to rehabilitation and evidence based practice, is getting more attention by prison and government authorities frustrated by the failures of the prison system and its current efforts.

According to Roberts and Springer (2007), social work interventions that were arbitrarily dismissed in the 70’s as ineffective, are now being excavated and examined

with keener interest. The “new findings demonstrate the effectiveness of social service systems. Once again, the criminal justice system may be turning toward social workers and their unique approaches...” (p.45). How will (or has) the profession respond?

### **Social Work Education and the Criminal Justice System**

Trends in social work practice and policy can often be illuminated through the curriculum of its accredited educational bodies, specifically that of the Masters level (MSW) programs, which bestows the degree to the majority of practicing social workers. In an effort to maintain its core values, The Council of Social Work Education (CSWE) mandates that educational curriculums (via social work programs) reflect the plethora of social ills requiring social interventions in line with its “organizing value of social justice” (CSWE, 2011).

The CSWE recently published its 2010 report titled: *Statistics on Social work Education in the United States*. Information was collected via survey from various BSW, MSW and doctorate level accredited programs. This paper primarily focuses on analyzing statistics and content as it pertains to MSW programs, of which 203 programs were invited to participate with 197 responses (97% response rate). The information collected was very extensive, ranging from demographic characteristics of full and part time students, to number of students by field placement category. The results are very startling when one considers the current state of incarceration in America. Illustration 2, titled: Table 30 list the certificate programs offered, and the results are as followed:

#### **Illustration: 2**

**TABLE 30. Master's Programs Offering Certificates by Area**

Area of Certificate	Number Offering	Percentage Offering
Aging/gerontology	45	22.8
School social work	45	22.8
Addictions/substance abuse	17	8.6
Human services management	13	6.6
Developmental disabilities	8	4.1
Marriage and family	8	4.1
Women's studies	8	4.1
Jewish services	2	1.0
Other	51	25.9

(CSWE, 2010, p.11)

Gerontology and school social work were the leading certificate programs offered in MSW programs with identical numbers (n=45) and percentages (22.8%) of the 197 MSW programs reporting. The rest of the offered certificate programs/list can be seen above; they however make no mention of criminal justice. Fifty-one programs (25.9%) listed an "Other". The most common certificate listed as "other" was clinical social work, nonprofit management, and child family welfare. While the list for the most part represents areas necessitating social interventions (and by extension competency), there is no mention of criminal justice or a remotely comparable field.

Illustration 3: Table 33 (see below) shows various concentrations offered by field of practice. The concentrations are varied and again indicative of the various social needs of our society. They range from practice with families, children and youth, substance abuse to research. The most common "other" fields of practice were military social work, criminal justice/corrections, and domestic violence/abuse". The percentage for criminal

justice/corrections was not indicated. So it is hard to infer of the 49 programs reporting “other”, what percentage of that is reflective of criminal justice/corrections.

### Illustration 3:

**TABLE 33.** Master's Programs Offering Concentrations  
by Field of Practice and Total Student Enrollment

Field of Practice	Number Offering	Percentage Offering	Total Student Enrollment
Families, children, and youth	78	39.6	4,086
Mental health	60	30.5	2,412
Children and youth	43	21.8	1,241
Health and mental health	31	15.7	1,185
Health	43	21.8	1,010
Aging/gerontology	64	32.5	1,001
School social work	53	26.9	984
Community and social systems	41	20.8	646
Addictions/substance abuse	37	18.8	561
International/global or immigrant issues	24	12.2	255
Rural social work	15	7.6	241
Administration	29	14.7	197
Disabilities	26	13.2	144
Research	13	6.6	131
Occupational	10	5.1	109
Other	49	24.9	2,286

(CSWE, 2010, p.12)

The most promising statistics would come from Illustration 4: Table 34 (see below) that detailed students by field placement category. The reported number of students (full and part-time) was around 32,000. Not surprisingly, the majority of reported students were placed in mental health settings (n=6,972). School social work was a distant second (n= 3,888). Surprisingly in light of the lack of course work<sup>1</sup> or

<sup>1</sup> Research findings over the last few decades have indicated that as little as 4% of MSW programs are offering course work related to criminal justice (Neighbors, Green-Faust, & van Beyer, 2002; Vinton & White, 1995; Young and LoMonaco, 2001).

specialization offered in the area, corrections and criminal justice was number 8 in field placements (n= 966).

The lack of specialization in the field of criminal justice is startling when one considers the current epidemic of mass incarceration in the United States. And while placing students (albeit a low number) in correctional and criminal justice settings is certainly a right step for a profession that historically wavered on its role in such settings (Davis, 1978; Roberts & Springer, 2007; Studt, 1956), it raises a serious question, specifically that of competency in practice.

**Illustration 4:****TABLE 34.** Number of Master's Students by Field Placement Category

Field Placement Category	Total Number of Students
Mental health or community mental health	6,972
School social work	3,888
Health	3,523
Child welfare	3,428
Family services	3,240
Aging/gerontological social work	1,983
Alcohol, drug, or substance abuse	1,680
Corrections/criminal justice	966
Domestic violence or crisis intervention	938
Community planning	729
Housing services	578
Developmental disabilities	570
Administration	560
Group services	410
International	344
Public assistance/public welfare	253
Social policy	244
Rehabilitation	208
Occupational	191
Program evaluation	99
Other	1,222

(CSWE, 2010, p.13)

### Competency in Practice

Over a ten-year period from 1990 to 2000, the percentage of people of color in the United States rose from 20% to 25% representing the largest population growth in American history. This population increase affects all areas of social work practice and

policy necessitating greater educational and training opportunities with competency as the impetus (NASW, 2001). Competency (or competent- base practice) as defined by *The Social Work Dictionary*, can be succinctly understood in 2 steps. First being the emphasis placed on education in a school setting, while the second being the emphasis placed on the learning that takes place in a practice (field) setting (Barker, 1999). These two steps are the cornerstones of social work education. The ethical, historical, and theoretical foundation is provided via the classroom, while the field presents and opportunity for the student to learn practical application of the former. Thus providing a comprehensive foundation for future work as social workers. This theoretical underpinning when educationally inclusive of societal ills, is what social workers believe allows for competent practice. When the educational paradigm is not inclusive, it is the responsibility of the social workers practicing in the excluded field to advocate accordingly; witnessed most recently in the field of gerontology.

In light of the aging of America, and specifically that of the baby boomers, gerontology social workers analyzed social work education and concluded that greater educational knowledge was to be developed (infused throughout social work education) to ensure that social workers had the necessary competency to address the aging milieu in practice and policy (Damron-Rodriguez, 2006, Scharlach, Damron-Rodriguez, Robinson & Feldman, 2000). As a result, the field of gerontology is broadly represented in social work school [via curriculum] and field [practice] settings (CSWE, 2010)

The CSWE 2010 report is clearly alarming as it vaguely makes mention of criminal justice or comparable paradigms in its various educational offerings. The specializations instead focus on sectors such as mental health, families and children,

community and social systems. The assumption if we are to take social work according to its mission is that these offered specializations represent areas of social need. If so, then why is criminal justice not an educational objective in light of the current state of incarceration in the United States and social work's stated mission? A question that appears to have been asked repeatedly by social workers over the last seven decades (Cnaan et al., 2008; Davis, 1978; Pray, 1949; Reamer, 2004; Roberts, 1997; Scheyett, Pettus-Davis, McCarter & Brigham, 2012; Wormer, Roberts, Springer & Brownell, 2008). The question becomes more perplexing in light of the varied educational and [field] practice intersections of social work and mass incarceration.

### **Intersections of Social Work Practice and Mass Incarceration**

#### *Education [Classroom]*

The absence of criminal justice in social work education, specifically as it pertains to competency, is even more startling as staples of social work education and practice are now being cross-pollinated with the criminal justice population. In the next few pages I will outline how mass incarceration is directly interwoven with some of social work basic tenets. These areas include: mental health, substance abuse, homelessness, HIV/AIDS, and gerontology.

**Mental Health:** The United States Department of Justice reported that:

At midyear 2005 more than half of all prison and jail inmates had a mental health problem, including 705,600 inmates in State prisons, 78,800 in Federal prisons, and 479,900 in local jails. These estimates represented 56% of State prisoners, 45% of Federal prisoners, and 64% of jail inmates (Bloom & Farragher, 2010, p.55)

A systematic review of 62 surveys from across the country, reported inmates [n=23000] had greater predispositions to post-traumatic stress disorder (PTSD) and antisocial



personality disorder than the general public (Fazel & Danesh, 2002). Many individuals with ties to the criminal justice system, also possess what Kupers (2005) defined as “double jeopardy” for posttraumatic stress disorder. He pointed out research, which suggests that prisoners are often times the victims of interpersonal abuse and have witnessed untold violence during their developmental trajectory, which are often times exacerbated by and during incarceration.

**Substance Abuse:** The National Center on Addiction and Substance Abuse (CASA) reported in 2010:

Of the 2.3 million inmates in prisons and jails in the U.S. in 2006, 1.5 million met the diagnostic criteria for substance abuse or addiction, as defined by the American Psychiatric Association’s Diagnostic and Statistical Manual (DSM IV). Another 458,000, while not meeting the strict DSM IV criteria, had histories of drug abuse; were under the influence of alcohol or drugs at the time of their crime; committed their offense in order to get money to buy drugs; were incarcerated for a drug or alcohol-related violation; or some combination of these. The two groups comprise 85 percent of the U.S. prison population (CASA, 2010).

These numbers are startling and indicative of the high correlation between substance abuse, incarceration and recidivism necessitating more substantive interventions (Dowden & Brown, 2002).

**Homelessness:** research has shown that there exist a bi-directional relationship between homelessness and incarceration. Meaning, incarceration often leads to homelessness, and homelessness often leads to incarceration (Fruedenberg, 2001). While researching homeless men and women, Metraux and Culhane (2006) found that “due to their marginal economic and social status and the public nature of their existence, homeless individuals are more prone to arrests and incarceration for misdemeanors and a range of minor crimes” (p.3). They also reported a New York study on the prison population, which concluded that 22 percent of prisoners reported being homeless the night prior to

arrest. Roman (2004) reported that a 1997 survey of Boston shelter inhabitants found that more than half of them had been incarcerated. Roman and Travis (2006) also reported that national surveys of homeless shelters would also conclude that more than half their inhabitants had been incarcerated at some time in their lives.

**HIV/AIDS:** The department of justice reported in 2009 that the “rate of confirmed AIDS in prison is 2.5 times the rate in the U.S. general population”. They also go on to report that:

On December 31, 2008, a reported 20,606 state prisoners and 1,538 federal prisoners were HIV positive or had confirmed AIDS, the Bureau of Justice Statistics (BJS) in the Office of Justice Programs, U.S. Department of Justice, announced today. At yearend 2008, an estimated 5,672 inmates in state and federal prisons had confirmed AIDS, down from 5,762 in 2007. In 2007, about 43 per 10,000 prison inmates were estimated to have confirmed AIDS, compared to 17 per 10,000 persons in the general population. (Maruschak & Beavers, 2009)

Treatment and prevention services are also lacking in and out of prison. While it is assumed that most of the infections occurred prior to incarceration (Braithwaite & Arriola, 2003), lack of proper educational and prevention services only serve to ignite and propel the HIV/AIDS epidemic.

**Gerontology:** In light of recent advocacy for greater competency in this milieu, gerontology is a new emerging area of practice in social work reflected by the growth, and social demands of the aging population in the United States. It is reported that the percentage of individuals over sixty five years of age is currently a little over 13%; however, that figure will increase to over 20% by the year 2030” (Tompkins, Larkin, & Rosen, 2006). It is unknown if those statistics are inclusive of the elderly population behind bars or those returning to society; however, Human Rights Watch reported:

That the number of sentenced state and federal prisoners age 65 or older grew at 94 times the rate of the overall prison population between 2007 and 2010. The

number of sentenced prisoners age 55 or older grew at six times the rate of the overall prison population between 1995 and 2010 (Human Rights Watch, 2012)

The report further detailed the lack of services available for the aging population in prisons often resulting in poor medical care resulting in pre-mature deaths. As a result of this dilemma, many states have also adopted policies to grant early release to their geriatric prison populations.

Mental health, substance abuse, homelessness, HIV/AIDS, and gerontology are all staples of social work education (CSWE, 2010). The sampling that I have just presented shows the varied intersections with mass incarceration and staples of social work education and practice. Greater curriculum infusion is clearly a necessity if we are to practice competently.

#### *Field education [practice]*

Field education is considered a vehicle for social workers to tie together the theoretical/clinical and macro knowledge with practice skills. Thus it is considered an instrumental part of social work and its effort to produce competent practitioners (NASW). Placing social work students in correctional field placements is certainly the right step in light of the professions reservations to working in such settings, yet without the subsequent theoretical and educational orientation indicative by classes and specializations, it raises serious questions again as they pertain to issues of competency (Roberts & Springer, 2007).

This is further exacerbated when one considers the reductionist viewpoint typically associated with [practice in] correctional settings and by extension policies. Bruno (1986) warned that working in the criminal justice field “has the potential to pose conflict for the professionally trained worker in relation to social work values” (p.3). The

criminal justice system and the profession of social work often times represent conflicting paradigms. Social workers espousing “self-determination” and strength based perspectives, while criminal justice agencies are orientated towards control, thus making it a necessity that MSW practitioners are sufficiently prepared to critically analyze, and mitigate the challenges inherent while working in such settings.

Bradley, Maschi and Ward (2009) highlighted the criminal justice system’s lack of cultural competency in its refusal to “acknowledge the role of privilege and race in the U.S. justice system” and the “overrepresentation of persons of color and persons from communities in poverty among the incarcerated population”. They go on to state however that the “core of our ethics mandates cultural competence, even when correctional institutions may not seem responsive to such concepts” (p.7). Thus the impetus clearly is on the schools of social work education to prepare students appropriately for placement and work in such settings if we are to maintain our core values.

### **Conclusion**

Social work has long been the vanguard for “social justice” not only indicative by its mission, but mostly through its actions over the last 100 years. The 2010 CSWE report titled: *Statistics on Social work Education in the United States*, shows that there are over 200 programs of social work in the United States that serve the arduous task of preparing future social workers for practice, policy, and advocacy as it pertains to social justice. There varied concentrations of studies are a representation of the plethora of social ills facing our society. Yet, the report shows that less than 20% of MSW programs report having an educational component that prepares students to work directly with the

criminal justice system/populations. This marginalization<sup>1</sup> of criminal justice course work in an era of mass incarceration that Gopnick (2012) called “almost unexampled in human history”, and “perhaps *the* fundamental fact, as slavery was the fundamental fact of 1850” (p.75) is quite startling.

The varied intersections of mass incarceration and staples of social work practice such as mental health, homelessness and substance abuse make it imperative that social work education provides a holistic and theoretical framework for social worker students with interest in these (and other) fields that are not often thought of in the same light of the criminal justice population. A positive aspect of the report is that students are being given field placements in criminal justice settings. Yet, placing MSW students in correctional or justice settings is just one of the necessary steps towards the arduous goal of competency. It is essential however that social work education responds to the epidemic in a more comprehensive manner. The code of ethics in its own words mandate that “appropriate education, research, training, consultation and supervision” with respect to emerging areas of practice and policy be developed. While the response and historical relationship with corrections has been confounding, we can ill afford as a profession to not mount a challenge to one of the greatest social epidemics of our time.

The historical and current state of the criminal justice system in the United States must be explored and analyzed by MSW students to ensure holistic practice, but attention must also be given to clinical and macro theories, interventions and approaches that have

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<sup>1</sup> A recent study titled “To what Extent Is Criminal Justice Content Specifically Addressed in MSW Programs?” measured criminal justice content in 192 CSWE accredited MSW programs, and concluded that 22% offer a course, and 5% a concentration. (See Epperson, Roberts, Ivanoff, Tripodi & Gilmer, 2013)

demonstrated empirical validity/utilization with incarcerated and formerly incarcerated people.

## Chapter 5

### **Evidence base practice and approaches with people impacted by the criminal justice system.**

Evidence based practice (EBP) emerged when scientific studies began to show that certain interventions, theories, or approaches appeared to be more effective than others (Rubin, 2008). EBP when appropriately utilized is inclusive of client judgment and values, as well as the integration of practitioner knowledge and expertise (Rubin & Babbie, 2008). Rubin (2008) gives a comprehensive definition of EBP:

EBP is a process for making practice decisions in which practitioners integrate the best research evidence available with their practice expertise and with client attributes, values, preferences, and circumstances. When those decisions involve selecting an intervention to provide, practitioners will attempt to maximize the likelihood that their clients will receive the most effective intervention possible in light of the following:

- The most rigorous scientific evidence available;
- Practitioner expertise;
- Client attributes, values, preferences, and circumstances;
- Assessing for each case whether the chosen interventions is achieving the desired outcome; and
- If the intervention is not achieving the desired outcome, repeating the process of choosing and evaluating alternative interventions. (p.7)

These core components are intended to operate in concert; however, when evidence is lacking or underwhelming, greater emphasis is given to client preference, circumstances,

and practitioner experience/expertise (Regehr, Stern & Shlonsky, 2007). This chapter will primarily examine a select few EBP approaches and interventions that have been shown to be effective with criminal justice populations at various stages of treatment, and will thus be utilized in the development of the clinical curriculum. It will also examine approaches that may not have EBP validity, but have been witnessed by this practitioner (who has practiced directly and indirectly with criminal justice populations for over 10 years) as effective and in some cases necessary for practice with marginalized populations.

**Reflexivity**

Reflexivity is an important aspect of social work. It is also necessary for the appropriate utilization of EBP. Reflexivity has many facets, but will be operationalized here as a process of internalization that allows the practitioner to consider how socially dominant and normative ideas, experiences, and theories impact his or her perceptions, thoughts and actions (Fook & Gardner, 2007). Reflexivity in practice can be fostered through the utilization of classroom discussions, readings, papers, journals and supervision sessions. The deconstructive aspect of reflexivity is essential to practice in the criminal justice system as its current and former inhabitants are amongst the most stigmatized populations in the United States (Alexander, 2010). Reflexivity also serves as the deconstructive framework to evaluate and assess EBP theories and approaches to ensure adherence with social work values and ethics (D'Cruz, Gillingham & Melendez, 2007).



**Strength Base Approaches (empathy and validation).**

The strengths perspectives allows for practitioner empathy and validation while working with individuals, families and communities to identify previously unharnessed resources, talents and strengths that can be utilized to foster growth and change (Saleebey, 1996). The strength-based approach is integral in all facets of working with an individual from assessment to termination. Strength-based approaches also foster a new paradigm for working with criminal justice populations who are often demonized and castigated by their past and current failures. Strength-based approaches have shown practical and empirical success in working with juvenile and adult offenders in various settings from prisons to the community (Burnett & Maruna, 2006; Maruna & Lebel, 2002; Toch, 2002), and is an integral tool in working with marginalized populations.

**Trauma**

When working with correctional populations, trauma perspectives are often not utilized due the real and perceived belief of the offender as the perpetrator of crime, hurt and ultimately trauma when the crime involves a victim; however, numerous research has highlighted the prevalence of childhood and adult trauma amongst prisoners, and have demonstrated success through the utilization of trauma informed practice with prisoners and formerly incarcerated people (Cima, Smeets & Jelicic, 2008; Cuomo, Sarchiapone, Giannantonio, Mancini & Roy, 2008; Richards, Beal & Seagal, 2000). A trauma perspective thus rejects a polarized perspective of an offender, and holds space for the reality that perpetrators of crime have been in many cases victims themselves.

**Narrative Theory**

EBP and culturally competent social work practice is rooted in the people's unique life stories. Narrative therapy is an approach to counseling founded by Michael White (Marsiglia & Kulis, 2009). In therapeutic practice, it places the individual as the expert of his or her own life, viewing problems as separate from the individual (a process called externalization). Narrative therapy believes (similar to strength-based approaches) that people have skills, competencies, beliefs, values and abilities that will help to alleviate problems in their lives (Morgan, 2000). The word 'narrative' refers to the stories of people's lives. Narrative therapy posits that the telling and retellings of these stories can help people make substantial positive changes. Story telling is utilized as a tool for individual liberation. Individuals are empowered to interpret and give meaning to their own lives (Marsiglia & Kulis, 2009). Curiosity and a willingness to ask questions to which we genuinely don't know the answers are important principles of Narrative Therapy. Narrative Therapy has shown great promise with individuals impacted by the criminal justice system (Brown & Augusta-Scott, 2006; Mahoney & Daniel, 2006; Pennebaker, 2000). The deconstructive aspect of narrative therapy allows offenders and formerly incarcerated people to examine their stories (often negative) to determine factors that have led them to their current predicament. It then allows them to recreate a new narrative by identifying the resources necessary for their transformation.

**Motivational Interviewing**

Motivational interviewing (MI) is a collaborative, person-centered form of guiding conversation in an attempt to elicit and strengthen motivation to change and resolve ambivalence. MI is not coercive, but rather is a way of conversing, which

promotes change-talk from an individual, nudging them toward positive change (Miller & Rollnick, 2002). MI is a way of being with people, focusing on the present concerns of the individual, not an overarching goal or objective. MI believes (similar to social work values and ethics) that people have an intrinsic motivation to change that surface through this form of communicative encouragement.

There are a variety of strategies to evoke “change talk,” as it is referred to in MI. Asking open-ended, evocative questions (in contrast to questions with yes-no answers) can lead to the individual identifying their motivation to change. A decisional balance can help an individual weigh the pros and cons of staying in the same place or making a change. Once an individual begins to identify problem behaviors that they would like to change, the practitioner asks probing questions, such as, “can you give me an example of that?” or, “what does that look like?” These open-ended questions allow the individual to elaborate, helping them to further explain the behavior and further explore their motivation to change. Evocative questioning also provides opportunities for the individual to identify their core goals and values (Miller & Rollnick, 2002). Various studies and systematic reviews have showed MI to be a great tool in reducing recidivism and empowering formerly incarcerated people in the community towards individual change (McMurran, 2009; Mann, Ginsburg & Weekes, 2002; Alexander, VanBenschoten & Walters 2008).

### **Behavioral Theories (CBT & DBT)**

#### *CBT-Cognitive Behavioral Therapy*

The cognitive-behavioral approach focuses on how problematic thinking and subsequent behaviors influence psychological difficulties overtime. CBT entails

identifying these problematic thoughts and behaviors and changing them through therapeutic processes. Establishing a strong alliance with the individual and continuously working with and evolving treatment with the individual are keys to successful CBT. The theory behind CBT is that distorted thoughts influence harmful behaviors; therefore, by intentionally identifying and changing thoughts, negative behaviors will change or cease. The process occurs both during a session, but also outside of the therapeutic space. A journal of distorted thinking can be kept in order for an individual to capture their thoughts when they occur (Sudak, 2009). Psycho-education is also an integral part of CBT in addition to skills training and exposure therapy (i.e. flying on a plane if you're afraid to fly). Throughout this process of learning and exploring, the client acquires coping strategies, an increased awareness, and develops new capacity for introspection and self-evaluation. The goal of CBT is for the client to progress to a place where they no longer need a therapist and are empowered to help themselves - reducing the likelihood of relapsing the negative behavior, which has shown great success while working with criminal justice populations (Burraston, Cherrington & Bahr, 2012; Hollin, McGuire, Hounscome, Hatcher, Bilby & Palmer, 2008; Wilson, Bouffard & Mackenzie, 2005)

#### *DBT- Dialectical Behavioral Therapy*

Dialectical Behavioral Therapy (DBT) is similar to cognitive-behavioral therapy (CBT) with its use of core therapeutic procedures such as problem solving, exposure, skill training, contingency management, and behavior therapy. However, DBT departs from standard CBT in a number of ways. First, DBT begins by emphasizing a “dialectical” approach to behavior change, encouraging an individual to accept his or herself as he or she is in the present, within the context of reshaping his/her cognitions, and changing the

individual's future behavior (Linehan, 1993). As a general therapeutic framework, DBT attempts to address maladaptive behaviors by teaching emotional regulation, interpersonal effectiveness, distress tolerance, core mindfulness, and self-management skills. The application of these skills is coached, encouraged, and reinforced. DBT also attempts to engage the individual in therapy, providing motivation and support for change by emphasizing the management of therapy-interfering behaviors and the relationship between the therapist and the client. DBT has been shown to significantly reshape maladaptive cognitions and reduce the incidence of self-destructive behaviors (i.e. self-mutilation, suicide, and parasuicidal behaviors), and has become the first empirically supported treatment for borderline personality disorder (Linehan, Tutek, Heard, & Armstrong, 1994), and has also shown a degree of success working with criminal justice populations (Berzins & Trestman, 2004; Nee & Farman, 2007; Nee & Farman, 2006).

### **Attachment Theory**

Attachment theory was the product of John Bowlby and expanded by Mary Ainsworth. It is primarily a theory of development adopted from earlier evolutionary theories. It posits various attachment patterns (secure, insecure, ambivalent etc.), which are determined by the caretaker child relationship. Children whose needs are consistently met are considered to have a secure attachment pattern, which is considered the lynchpin for healthy future relationships (Fraley, 2002). Other forms of attachment where the sense of security is not consistently met are indicative of insecure, ambivalent and other maladaptive attachment patterns. Attachment patterns deemed not healthy are characterized by emotional and personality deregulations in various life stages, often-predictable variables associated with violence and crime (Fonay, Target, Steele & Steele,

1997). Attachment theory has shown great empirical validity as a framework for assessment and treatment of prisoners, and formerly incarcerated people who often present high instances of childhood trauma, correlating strongly with insecure, ambivalent and disorganized attachment patterns throughout various life stages (Blumenthal, 2000; Fonagy, 1999; Ross & Pfäfflin, 2003; Zeanah & Scheeringa, 1997).

### **Transference and Countertransference**

Transference and countertransference are important therapeutic concepts coined by Sigmund Freud. He postulated from years of working with individuals that they often transferred (unconsciously) or projected their feelings from past relationship (interactions with others) onto the therapist, which he termed “transference”. Freud subsequently realized the universality of the process in that therapist also experience a similar phenomenon, which he termed “countertransference” (Abend, 2009). These concepts have allowed us to better understand how formative interactions/relationships, and learned experiences are replayed in the therapeutic process. While limited research exists with criminal justice populations in terms of these concepts, what little exist validate the importance of understanding these constructs in relation to such settings (Bereswill, 2008; Hinshelwood, 1993; Kaufman, 1973). For example, a black individual in the criminal justice system who has only encountered white people in authoritarian settings with real or perceived negative outcomes could on meeting his or her new white therapist have an immediate distrust towards that person. Consequently a white therapist with negative past experiences with black people may have difficulty displaying empathy towards the client. Transference and countertransference would also occur as a result of cultural, ethnic, religious and other forms of socialized learned behaviors. These

constructs have the ability to severely hinder, or assist the helping/therapeutic process, thus a therapeutic understanding is necessary to foster change in what is widely considered a universal and axiomatic process in clinical settings.

### **Conclusion**

Social workers are the primary providers of mental health services in the United States. The prevalence of trauma, complex trauma and various attachment, cognitive and social challenges for incarcerated and formerly incarcerated people make it imperative that social work students have an understanding of clinical theories that demonstrate efficacy working with criminal justice populations. Yet, it is imperative that theories with empirical validity be utilized in consideration of client preferences, practitioner expertise and systematic challenges that perpetuate behaviors and actions considered to be “maladaptive” in relation to the dominant zeitgeist.

## **Chapter 6**

### **Methodology utilized to develop curriculum**

#### **Introduction**

The profession of social work list social justice as its organizing value. Yet in a climate where there are 2.3 million people are incarcerated, 6-7 million people under the auspice of probation or parole, little can be found in social work education that prepares future master level social workers (MSW) for practice in the field of criminal justice. This is even more disconcerting as staples of social work practice such as mental health, child welfare, substance abuse, and homelessness are cross-pollinated with various aspects of the criminal justice system. The need for greater social work involvement is a must (Cnaan et al., 2008; Davis, 1978; Pray, 1949; Reamer, 2004; Roberts, 1997; Scheyett, Pettus-Davis, McCarter & Brigham, 2012; Wormer, Roberts, Springer & Brownell, 2008), especially if social workers are to adhere to their organizing value of social justice.

Social work is clearly conflicted about its role and responsibility when it comes to issues of criminal justice. It is my mission in this dissertation to help steer social work education into being more justice oriented, especially with regards to the criminal justice system. In the flowing section, I will outline the aim of my educational project, the learning objectives, the setting, as well as the pedagogical approach to thus fully operationalize the methods that have and will be taken to achieve the dissertation aims.



### **Aim**

The primary aim of this dissertation is to create a criminal justice infused course (s) over 2 semesters guided by the Council of Social Work (CSWE) ten core competences and 41 recommended practice behaviors (**see Appendix A**). The core competencies and practice behaviors were developed by the CSWE as part of their Education Policy and Accreditation Standards (EPAS) in 2008. They are intended to guide and establish thresholds for professional social work with “the notion of requisite student competencies comprised of interrelated practice behaviors as the organizing principle for curriculum design” (CSWE, 2008).

The courses are to be taught sequentially over 2 semesters. The first course (**see Appendix B**), will be titled “Criminal Justice Polices: Implications for Social Work Practice”, and will be a history/policy course that seeks to inform the MSW student regarding the development of the criminal justice system in the United States, as well as the current state of incarceration inclusive of the precipitating factors. The second course (**see Appendix C**), titled “Holistic Practice in an Era of Mass Incarceration” will provide students with the critical skills to recognize incongruities to social work values while practicing in and around the criminal justice system; it will also examine clinical social work interventions that have empirical validity. Both courses are intended to be electives that serve to enhance and inform social work practice.

### **Learning Objectives**

At the conclusion of both semesters, students will have an historical and practical understanding of the criminal justice system (inclusive of issues pertaining to reentry) in the United States. Students should also have a greater understanding of challenges

inherent with working with criminal justice populations, the clinical tools necessary to empower change on the individual level and to a lesser extent on systemic levels.

Students should also be able to demonstrate an understanding of the policies that have impacted, and in some sense perpetuated mass incarceration in the United States. By the end of the first semester, students will have demonstrated:

1. An understanding of the historical development of the criminal justice system in the United States;
2. An understanding of the legal and procedural auspices associated with the criminal justice system;
3. The ability to critically evaluate policies and practices associated with the criminal justice system in relation to social work values;
4. An understanding of the impact of mass incarceration (and reentry) as it pertains to race, class, socioeconomics and gender;
5. An understanding of the intersections of social work and mass incarceration; and
6. The ability to articulate and advocate for socially just criminal justice policies and practices in line with social work values and ethics.

At the conclusion of the second semester students will have demonstrated:

1. Advanced understanding of the impact of mass incarceration, and its implications for social work practice;
2. Increased self-awareness as it pertains to working as a change agent with individuals and systems regarding incarceration and reentry;

3. An understanding of the inherent challenges of practice in authoritarian settings, and ways of practicing and maintaining social work values in such settings;
4. Advanced understanding of the various clinical and systemic factors that contribute and perpetuate mass incarceration;
5. Understanding of the various clinical interventions/theories that have been successful with the criminal justice/reentry population;
6. Increased ability to research, utilize and critically evaluate evidence based practices as it pertains to the criminal justice system; and
7. Be able to practice and uphold social work values with increased awareness of interacting variables such as race, power, privilege, class, socioeconomic and gender.

These learning objectives are congruent with various core competencies of the Council of Social Work Education Educational Policy and Accreditation Standards (EPAS) revised in 2008, and its core value of social justice. CSWE list 10 Foundation core competencies [EP 2.1.1-EP 2.1.10]. For example, educational Policy [2.1.1] requires that social workers be abreast of the history of the profession, its mission and ethics, and to conduct oneself accordingly to the professional ethics of social work, while Education Policy [2.1.7] requires that social workers strive to understand human behavior through holistic lenses. Each Foundation core value is accompanied by a subsequent set of operationalized practice behaviors that serve as a guide to developing and accessing curriculums for adherence to the core competencies (**see appendix A**).

### Setting

The proposed setting will be the School of Social Policy and Practice (SP2) at the University of Pennsylvania. It is proposed that the courses serve as a mandatory elective for the students participating in the Goldring Reentry Initiative (GRI). The GRI (see **Appendix D**) is a pilot project at SP2 that places MSW student interns within Philadelphia Prison System, and in conjunction with various criminal justice and reentry organizations through Philadelphia to provide services to incarcerated individuals approximately 3 months prerelease, and 3 months post release in hopes of lowering the likelihood of recidivism.

It is also proposed that the classes serve as an elective for macro and clinical students (taken sequentially) for SP2 students interested in the criminal justice system. This would allow for greater infusion of matters pertaining to the criminal justice system amongst the general student body.

Classes are intended to last 14 weeks for each course. They will run approximately 2 hours and 30 minutes, which are both in line with the current educational structure of the School of Social Policy & Practice at the University of Pennsylvania.

### Operational Outline

Four steps (illustrated below) were utilized to try and meet the aims of the dissertation. The first was to:

1. **Examine the problem historically**- the criminal justice population is one of the most stigmatized populations in the eyes of the public and helping professionals alike. To thus provide a more informed understanding, an historical analysis

inclusive of socio-economic factors and the impact of policy on the problem is presented. This is done by examining various criminal justice materials (textbooks, journals etc.) in an effort to illustrate the problem in a historical context. Material obtained was also cross referenced with similar themed journal articles obtained through electronic databases such as Google scholar and Campbell Collaboration.

2. **Examining social work response** to the criminal justice system historically inclusive of current educational opportunities for MSW students. A similar examination of various social work texts and journal articles was employed, as was various social work web based information (Such as the NASW) in an attempt to better understand the historical and current relationship of social work practice and the criminal justice system. Intersections with staples of social work practice were also examined to gauge prevalence of criminal justice cross-pollination in staples of social work practice. The lack of educational opportunities and the prevalence of cross-pollination in staples of social work practice were then used as an argument for criminal justice infused curriculums throughout MSW academia.
3. **An evidence-based approach** was then utilized to determine current clinical practice in various criminal justice settings that are congruent with social work best practices, and are most in line with the clinical needs of individuals impacted by the criminal justice system.
4. **The culmination of steps 1 to 3** in conjunction with the CSWE core competencies and practice behaviors, are utilized to form the conceptual framework for 2 courses (taught sequentially) that intends to bridge micro and

clinical practice competencies as identified by the Council of Social Work Education. The first semester will be more macro history/policy focused as it examines the criminal justice system, and the implications for social work. It also follows closely with the first 2 chapters of the dissertation. The second semester<sup>1</sup> will be more clinically practice focused as it examines challenges to practice within the criminal justice milieu, as well as clinical theories that have been shown to be effective in working with the criminal justice system.

### **Pedagogical approach**

To facilitate and enable support of the curriculum and social work core competencies/practice behaviors, the pedagogical approach will utilize resources such as:

1. Lectures- will consist of the presentations by the professor of various subject matters ranging from the historical evolution of the criminal justice system in the United States, to clinical interventions that have been proven to be effective while working with the criminal justice population.
2. Case studies/vignettes- students will examine case studies/vignettes when appropriate to thus guide the learning process and to provide an in depth analysis of client worker interactions, interventions or policies and institutions.
3. In class presentations by criminal justice personnel- when appropriate, individuals who have worked in and around matters of criminal justice will present to the class their experiences and lessons learned while working directly or indirectly with the criminal justice population.

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<sup>1</sup> This course was developed utilizing CSWE foundation competencies, but will be mapped to advanced competencies prior to its introduction.

4. In class presentations by formerly incarcerated individuals- when appropriate, first hand accounts of formerly incarcerated individuals will be utilized to thus enrich the conversation by giving voice to a side that is often not heard.
5. Weekly group led discussion questions- students will be asked to present on the reading assignments each week. This will consist of summarizing and critiquing the readings, and to also lead a class discussion by providing questions pertinent to the readings for classroom discussion. Students also have an opportunity to introduce current affairs that are relevant to the discussion.
6. Role plays- when appropriate, students will be assigned various role-plays as it pertains to working with clients or advocacy. Role-plays will also be utilized to assist them in working through potential challenges that they may encounter working in the field.
7. Evidence Based Readings- students will be assigned reading assignments that enhance understanding and knowledge of the course material. Students will also be assigned readings that feature clinical interventions that have evidence base validity in working with the criminal justice population.
8. Historical or Clinical Videos- when appropriate, videos will be utilized to further the understanding of historical/current matters of criminal justice issues, as well as furthering their clinical understanding of working with the criminal justice system/populations.
9. Papers/class presentation- students will be assigned various papers throughout the semester to measure and assess their knowledge of the

information covered. Some will require information not covered extensively in the course and will sometimes be accompanied by a class presentation.

### **Evaluation**

The aims of the curriculum will be evaluated through qualitative examinations (papers), in class assignments, class feedback from readings, and in class weekly student lead discussions that seeks to elicit MSW student ability to conceptualize the problems associated with the criminal justice system historically, critically analyze incongruities with social work values and various criminal justice settings, and the ability to practice and advocate competently in and around matters pertaining to the criminal justice system. Further information regarding evaluation can be seen in the assignment section of the proposed courses in chapter 7 and 8.

### **Reflexivity**

I have worked in and around matters pertaining to criminal justice for over 10 years. During my educational and professional experiences as a social worker I have been very disappointed by the lack of discourse and action as it pertains to what (mass incarceration) I believe is one of the most pressing civil rights issues of our generation. The racial, social and economic implications of mass incarceration in my opinion makes it imperative that social workers develop the necessary knowledge to advocate and practice in and around such matters if we are to uphold our organizing value of social justice.

I am currently the Project Director of the Goldring Reentry Initiative at the School of Social Policy & Practice. I was also incarcerated at 18 years old for a crime under the Rockefeller drug laws resulting in a life sentence of which I spent 9 years in



prison. My experiences are thus personal and professional, but I believe that my work as indicative of my dissertation is guided by empirical data, and the need to help my profession towards work that is truly in line with its values and ethics.

## **Chapter 7**

### **A Basic course for MSW Students: Criminal Justice Policies: Implications for Social Work Practice**

The 2008 introduction of EPAS allowed for greater flexibility in the design of curricula. Focus shifted from primarily content, to a more inclusive paradigm that incorporated the 10 outlined CSWE core competencies, and subsequent practice behaviors inclusive of content (CSWE, 2008). This chapter provides a detailed description of the first course titled “Criminal Justice Policies: Implications for Social Work Practice”. It is a history/policy course that follows very closely the first 4 chapters of the dissertation. It is designed to serve as a prerequisite (but can be a stand alone course) to the 2<sup>nd</sup> course that is more practice oriented. It is intended to create an amalgamation of history, policy, and clinical (practice) knowledge necessary for clinical and macro practice.

Chapter 7 examines the content inclusive of course purpose, educational objectives, course requirements etc. It also highlights the CSWE foundation core competencies and practice behaviors covered throughout the semester in each assignment/lesson.

### **Curriculum Outline And Description**

#### **I. COURSE PURPOSE**

There are more than 2 million people incarcerated today in the United States. There are over 7 million people under the auspice of parole, probation and other forms of community supervision. Women are the fastest growing prison population. Over 2 million children have a parent in prison. The plethora of problems associated with this

period some have aptly titled “Mass Incarceration”, has greatly exacerbated the challenges facing social workers in their pursuit of social justice.

This course provides a critical analysis of the criminal justice system in the United States historically. It examines the implications of varying criminal justice and social policies such as the Rockefeller Drug Laws, 3-Strike Legislations, and Mandatory Minimums on the current state of incarceration, and the phenomena of “recidivism”. The course is intended to facilitate a more informed/holistic practice for MSW students working directly or indirectly within the varying intersections of criminal justice and social work practice (and by extension advocacy and policy). Thus this course intends to uphold social work values such as the dignity and self worth of persons, human rights and social justice for all irrespective to their societal status.

## **II. EDUCATIONAL OBJECTIVES**

By the end of the semester the student should be able to demonstrate a comprehensive understanding of the criminal justice system in the United States, inclusive of its varying intersections with social work practice. The student should also be able to recognize incongruities within criminal justice policy or practice to that of the professional values of the social work profession. By the end of the semester the student will have demonstrated:

1. An understanding of the historical development of the criminal justice system in the United States
2. An understanding of the legal and procedural auspices associated with the criminal justice system
3. The ability to critically evaluate policies and practices associated with the

criminal justice system in relation to social work values.

4. An understanding of the impact of mass incarceration (and reentry) as it pertains to race, class, socioeconomics and gender.
5. An understanding of the varying intersections of social work and mass incarceration
6. The ability to articulate and advocate for socially just criminal justice policies and practices in line with social work values and ethics.

### III. COURSE REQUIREMENTS

**A. EXPECTATIONS OF STUDENTS:** It is expected that students will work in collaboration with the instructor to create a safe learning environment that promotes critical thought. **Absolutely no texting, phone calls or surfing the web during class.**

**B. ATTENDANCE POLICY:** Missing more than two classes could result in failure of the course. Please be sure to communicate in a timely manner any planned or unexpected absences.

### C. CRITERIA FOR EVALUATING YOUR WORK

1) All papers should be written in APA 6<sup>th</sup> edition, be of publishable quality, adhere to the paper requirements, demonstrate conceptual clarity while integrating critical thought, theory and appropriate reflective use of self.

### D. GRADING BREAKDOWN

Reflection Paper	25%
Agency Paper	25%
Group Assignment	25%

Class participation

25%

### **E. REWRITING OF PAPERS POLICY**

Papers that are poorly written will be returned without a grade. Student will be consulted and instructed to rewrite the paper. Once the paper is rewritten and meets the requirements, the paper will be graded with (A-) being the highest grade that can be achieved.

### **F. LATE PAPER POLICY**

To avoid incurring a deduction on your paper, please speak with your professor in advance to discuss an extension.

### **G. ACADEMIC INTEGRITY**

It is expected that all students in the class will uphold the university policy on academic integrity. Cheating of any kind will not be tolerated.

### **H. TEXTBOOKS:**

Bloomberg, T., & Lucken, K. (2010). *American penology: A history of control*. New Brunswick: Aldinetransaction, Transaction publishers.

Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: New Press

**I. ASSIGNED READINGS:** Assigned readings are from textbooks and professional journals (available on blackboard).

## **IV. ASSIGNMENTS AND WEEKLY READINGS**

1. Weekly Class Room Reading Assignments: Beginning the first day of class, students will divide into small groups with each group presenting on the weekly

assigned readings. The presentation should not only critically analyze/summarize and critique the assigned reading, but it should also include at least 5 thought provoking questions elicited from the readings that will be presented to the class for discussion. These questions must be shared with the class via email at least 2 days prior to the class meeting. A summary of the readings should be shared via email (or blackboard) at the conclusion of the class. The last 45 minutes of the class will then be utilized for student group lead discussions. In addition to the weekly questions, group leaders may also present for discussion a newspaper/magazine article, or any other type of media that pertains to the criminal justice system with implications for social work practice.

**Competency and practice behaviors related to assignment:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice.

3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

4. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

**2. Research Paper (due week 5):** You will research a political legislation (not covered in class and approved by the professor) such as The Death Penalty, any Juvenile Justice Policies etc., which have impacted/influenced the criminal justice system in the United States. You will then write a paper (5-7pages) answering the questions below:

- A. Describe the legislation inclusive of the social/political conditions that contributed to its passage.
- B. What (if any was) the opposition to the legislation
- C. Who promoted it?
- D. What was the impact of this legislation? (socially, politically etc.)
- E. Reflective summary (what did you learn or gain from this assignment? How does it impact your practice, or social work practice as a whole?)

**Competency and practice behaviors related to assignment:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;

- Demonstrate effective written communication in working with colleagues.

2. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice.

3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

4. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

**3. Agency Paper (due week 8):** Identify an agency of your choice that works with a criminal justice population. See what information can be gathered online (via agency website) or through promotional material. Once completed, arrange a meeting (a phone call is permissible) with an administrator to answer questions (A-D) below. Complete the paper by answering question (E) once all the other questions are answered.

- A.** Describe the agency and its mission (inclusive of its history and funding source)
- B.** Describe the population(s) that the agency serves. Describe the services offered.
- C.** What mechanisms do said agency use to evaluate services
- D.** Ask the administrator to describe specific programs in the agency that he or



she believes best serves its clients. Ask them to also tell you in their opinion what further services are needed.

- E. Use the information you have gathered to make a case in support or in opposition of the agency, paying particular attention to its adherence to its mission statement, and social work values and ethics. If you feel change is needed in the agency, outline a plan of action including potential barriers to implementation.

**Competency and practice behaviors related to assignment:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice.

3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

4. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales,

populations, scientific and technological developments, and emerging societal trends to provide relevant services

5. Educational Policy 2.1.10(a)—Engagement

- Substantively and affectively prepare for action with organizations.

**4. Group Assignment/Class Presentation (date to TBD):** The class will be divided into groups (will vary according to amount of students and interests). Each group will then present on an area of interest (be it policy or practice) and its intersection with mass incarceration. Topics could range from homelessness, mental health and substance abuse to name a few. Each group will be given 30 minutes to present. Presentations will start at week 13 and conclude on week 14. Your presentation should in theory answer the questions below:

- A. Give a brief historical background on the problem/area of interest
- B. What has been the response of social work
- C. Show the intersection to mass incarceration
- D. What are the social work implications if any? (specifically as it pertains to practice)
- E. What (if any) clinical interventions are currently being utilized

**Competency and practice behaviors related to assignment:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;

- Demonstrate effective oral and written communication in working with colleagues.
2. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research
- Use research evidence to inform practice.
3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
- Critique and apply knowledge to understand person and environment.
4. Educational Policy 2.1.9—Respond to contexts that shape practice
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
5. Educational Policy 2.1.10(d)—Evaluation□
- Social workers critically analyze and evaluate interventions.

### **SCHEDULE OF WEEKLY CLASS TOPICS AND READINGS**

**T** = assigned texts, **B** = Blackboard.

#### ***WEEK #1 – Introduction***

##### ***Public Punishment in Colonial America (1600-1790)***

- Expectations, requirements and overview of course content
- Social work and social justice

- Deconstructing our beliefs about prison
- Early America and the concept of crime as sin
- Punishment

### Readings

- (T) Bloomberg/Lucken pp. 11-22
- (B) Greenburg, D (1982). Crime, Law Enforcement, and Social Control in Colonial America. *The American Journal of Legal History*, Vol. 26, No. 4 pp. 293-325
- (B) Wakefield, J. C. (1988). Psychotherapy, distributive justice, and social work: Part 1: Distributive justice as a conceptual framework for social work. *The Social Service Review*, 62,187-210.

### Week # 1 summary:

Week 1 introduces students to an overview of the course and the expectations. The readings provide an introduction to the religious ideology typically associated with law enforcement in early colonial America, a period ranging from 1600 to 1790. Week 1 also introduces students to the concept of social justice as an organizing framework for social work. The concept of social justice is then used as the conceptual lens to guide, critique and evaluate material covered throughout the semester. The pedagogical approach for this class will primarily consist of a lecture/review of the syllabus, class reading assignment, and open dialogue.

### **Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice.

3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

4. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

## ***WEEK #2 – Birth of Criminal Justice in the United States***

### ***A Period of Transition (1790-1830)***

- Post-Revolution America
- Penal Code Reform
- Crime as Reasoned Behavior

### **Readings**

- (T) Bloomberg/Lucken pp. 25-40
- (B) Meskell, M (1999). An American Resolution: The History of Prisons in the United States from 1777 to 1877. *Stanford Law Review*, Vol. 51, No. 4, pp. 839-865

Week # 2 summary:

In week 2, students examine the response to crime Post-Revolution. They examine the shift from punishment fueled by religious beliefs exemplified in week 1, to a period characterized by “scientific reason”. The intellectual idealism and social conditions innate to this period are also closely examined to thus have a greater contextual view of the conditions that created the birth of the penitentiary.

Students will be divided into groups at the start of the class. They will then be asked to discuss amongst themselves the various ways that religion and the advancement of science has shaped the public perception and response to crime. After approximately 15 minutes, we will reconvene as a group for discussion. A brief lecture on penal code reform will then be followed by the student lead group presentation/discussion on the readings.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;

- Demonstrate effective oral and written communication in working with colleagues.
2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
- Critique and apply knowledge to understand person and environment.
3. Educational Policy 2.1.9—Respond to contexts that shape practice
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### ***WEEK #3 – Age of the Penitentiary***

#### ***Birth of Prisons 1830-1870***

- Deterrence Vs. Punishment
- Auburn and Pennsylvania
- Southern Justice- A Crime of Color

#### ***Readings***

- (T) Bloomberg/Lucken pp. 41-59
- (B) Finkelman, P. (1993) The Crime of Color. *Tulane Law Review*, 2063-2112

#### ***Week # 3 summary:***

Week 3 continues to examine the various ideologies fueling the response to crime following the American Revolution. Students examine the social conditions that were inherent in early American cities, and their impact on crime. They then examine the birth of the Penitentiary (from a theoretical and practical perspective) and its impetus of moral

reform. Specific emphasis is placed on the Auburn and Pennsylvania systems. The racialization of incarceration is also explored for the first time. Students examine how the penitentiary operated in Southern states.

The class will also watch the first half of a documentary film titled “slavery by another name” <http://www.pbs.org/tpt/slavery-by-another-name/watch/>, which explores how the criminal justice system in the south mirrored the institution of slavery. A brief discussion of the film will then be followed by a student lead group summary/discussion on the reading assignments.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services



**WEEK #4 – The Reform Era**Enlightened 1880-1920

- Progressivism and Reform
- Parole and Probation

Readings

- (T) Bloomberg/Lucken pp. 61-83
- (B) Zimmerman, J (1951). The Penal Reform Movement in the South During the Progressive Era, 1890- 1917. *The Journal of Southern History*, Vol. 17, No. 4 pp. 462-492

Week # 4 summary:

Students are introduced to the concept of “Progressivism” and the sweeping social reform that swept the young nation during the period of 1880-1920. This week builds on prior weeks in that the epistemology of crime is once again advanced to now include considerations of social, economical, biological and psychological determinants. The “Reform Era” is also introduced as are the concept of parole, probation and indeterminate sentences. Emphasis is also given to penal reform in Southern states that differed vastly than that of the North.

The class will also watch the second half of a documentary film titled “slavery by another name” <http://www.pbs.org/tpt/slavery-by-another-name/watch/>, which explores how the criminal justice system in the south mirrored the institution of slavery. A brief discussion of the film will then be followed by a student lead group summary/discussion on the reading assignments.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### ***WEEK #5 – Microcosm of the Times***

#### *Prison Rights (1920-1970)*

- Tumultuous Times
- Politicization of Prisoners

#### Readings

- (T) Bloomberg/Lucken 141-162
- (B) Pallas, J., & Barber, B. (1973). From riot to revolution. *Issues in Criminology*, 7(2). Pp. 236-261

#### Week # 5 summary:

Week 5 continues to examine the social conditions in prisons. It allows the student to juxtapose and analyze the fight for human rights that was taking place simultaneously in prison and the larger American society. It examines the politicization of prisoners and the subsequent riots throughout the American penal system.

A guest speaker will be featured for this class. I will utilize someone who was active in the civil rights era to present for 30 minutes on their personal experiences, and some of the social conditions that served as a catalyst for activism. Another 30 minutes will be allocated for questions and answers. The remainder of the class will be a student lead discussion on the reading material.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### ***WEEK #6 – The Massacre***

#### **Revolution (1970's Continued)**

- George Jackson
- San Quentin and Attica
- Americas Look Within
- Reform

#### **Readings**

- **(B)** Bernstein, L. (2007). The Age of Jackson: George Jackson and the Culture of American Prisons in the 1970s. *The Journal of American Culture*, 30(3), 310-323.
- **(B)** Weiss, R. P. (1991). Introduction: Attica: The "Bitter Lessons" Forgotten?. *Social Justice*, 18(3 (45)), 1-12.
- **(B)** Weiss, R. P. (1991). The order of Attica. *Social Justice*, 18(3 (45), 35-47.

#### **Week # 6 summary:**

Students continue to analyze the impact of the “political prisoner” on the institution of prisons. Specific emphasis is placed on George Jackson and his impact on prison and prisoners from East to West Coast. Students also examine and analyze the social and political response to prisons during this period. Finally, students examine the public and political response to the Attica and San Quentin riots.

Students will watch a short documentary on the Attica Riots [http://www.pbs.org/pov/disturbingtheuniverse/additional\\_video1.php](http://www.pbs.org/pov/disturbingtheuniverse/additional_video1.php), which will be followed by a brief question and answer period. A short lecture will also be presented on the San Quentin riots and George Jackson. The remainder of the class will be allocated to student lead group discussions on the readings and other relevant material.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

***WEEK #7 – Reductionism***

***Progress is Lost (1970-1980's)***

- Neo-conservative ideology

- Tough-On Crime
- Public Perception

### Readings

- (T) Alexander. Chapter 1(The Rebirth of Caste) and 2 (The Lockdown)
- (B) Benjamin, G., & Rappaport, S. P. (1974). Attica and prison reform.

*Proceedings of the Academy of Political Science*, 200-213.

### Week # 7 summary:

Following up on week# 6, students continue to look at the gains (albeit shortly) that prisoners made as a result of Attica. They are then introduced to the neo-conservative discourse of the 1970's. Students also examine and analyze the social and economic factors that precipitated the war on drugs. The idea of prisons as a means of “racialized social control” is also explored. Finally, students examine the law enforcement, political, media and public response to the “war on drugs”.

I will utilize a guest speaker who can speak on personal or professional experience regarding the Attica riots. The remainder of the class will be allocated to student lead discussion groups on the reading and other relevant material.

### **Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;

- Demonstrate effective oral and written communication in working with colleagues.
2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
- Critique and apply knowledge to understand person and environment.
3. Educational Policy 2.1.9—Respond to contexts that shape practice
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
4. Educational Policy 2.1.10(a)—Engagement
- Social workers substantively and affectively prepare for action with individuals, groups, organizations, and communities;

### ***WEEK #8 – Tough On Crime***

#### ***Lock Them Up (1980's-1990's)***

- Reverse Course: A regressive approach to criminal justice
- Rockefeller Drug Laws
- Loss of Judicial discretion

#### ***Readings***

- (T) Alexander. Chapter 3 (The Color of Justice)
- (T) Bloomberg/Lucken. Pp.179-203
- (B) Drucker, E. (2002). Population impact of mass incarceration under New York's Rockefeller Drug Laws: an analysis of years of life lost. *Journal of Urban*

*Health*: Bulletin of the New York Academy of Medicine. 434-437

Week # 8 summary:

Students continue to examine the social, political and law enforcement response to the war on drugs. The impact of various drug laws and judicial policies brought on by the war on drugs are also examined with specific emphasis on their disproportionate impact on people of color, and the loss of judicial discretion.

The assigned student group will lead the class into a discussion of the weekly readings and other relevant material. A brief presentation will then follow for which I will share/disclose my personal experiences with the Rockefeller Drug laws.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice



- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### ***WEEK #9 – Mass Incarceration***

#### *The Growth of Incarceration (1990's to 2000's)*

- Worlds Warden: a look at the current state of incarceration in the US
- Correlation to Crime Rate

#### Readings

- (T) Alexander. Chapter 4 (The Cruel Hand)
- (B) Pettit, B., & Western, B. (2004). Mass imprisonment and the life course: Race and class inequality in US incarceration. *American Sociological Review*, 69(2), 151-169.
- (B) Marie Gottschalk (2008). Hiding in Plain Sight: American Politics and the Carceral State. *Annual Review of Political Science*. Vol. 11: 235-260

#### Week # 9 summary:

After examining some of the precipitating factors leading to mass incarceration, students finally examine the phenomena first hand. Students examine the current state of incarceration, the perceived correlation between crime, arrest rates and incarceration. Students also begin to explore the direct and collateral consequences of incarceration on the millions of men and women impacted.

Students will be assigned to groups where they will be asked to try and quantify the impact of mass incarceration and its implications for social work practice. Groups will be assigned specific areas to examine such as the impact of mass incarceration on

women, communities, families, men, children, employment etc. The remainder of the class will be allocated student lead group discussions on the weekly reading assignments and relevant material.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

***WEEK #10 – Creating a New Underclass***

***Incarcerating Our Social Ills (2000's to Current)***

- Marginalizing the Marginalized
- Penal System as a surrogate system

**Readings**

- (T) Alexander. Chapter 5 (The New Jim Crow)
- (T) Bloomberg/Lucken. pp.207-233

Week # 10 summary:

Students continue to look at the challenges for individuals impacted by the criminal justice system. Specific focus is given to women, the elderly, the mentally ill and individuals with various health ailments. Juxtaposing and analyzing the parallels between the current practices of mass incarceration and the former Jim Crow legal system also introduce students to the concept of mass incarceration as the “New Jim Crow”.

Student watch a short speech by Michelle Alexander on the parallels of slavery and mass incarceration <http://www.youtube.com/watch?v=IgM5NAq6cGI>. A short discussion period is followed by student group presentations/discussions.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

### 3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

## ***WEEK #11 – The Revolving Door***

### *Recidivism (Historical)*

- A failed system?
- Challenges post-release
- Exploring new pathways

### Readings

- (B) Uggen, C., Manza, J. & Behrens, A. (2004). “Less than average citizen”: Stigma, role transition and the civic reintegration of convicted felons. *Annals of American Academy of Political and Social Science*, 605, 281-310.
- (B) Schnittker, J. & John, A. (2007). Enduring stigma: The long-term effects of incarceration on health. *Journal of Healthy and Social Behavior*, 48, 115-130
- (B) Pager, Western & Sugie. (2009). Sequencing Disadvantage: Barriers to Employment Facing Youth. *ANNALS, AAPSS*. Pp.195-212

### Week # 11 summary:

In week #11, students are introduced to the concept of “reentry and recidivism”. Challenges post-release are carefully analyzed and deconstructed to determine to what extent they contribute to people returning to prison at such alarming rates. Students then

explore how facets inherent within the reentry process support or refute Alexander's claim that mass incarceration is the New Jim Crow from the previous week.

Two outside presenters will be utilized for this class. One will be an individual that is formerly incarcerated, and the other will be someone who works (past or present) in some facet of the criminal justice system. Each presenter will be given 30 minutes with an additional 15 minutes each for questions and answers. The remainder of the class will be allocated to student lead group discussions on the reading material and other relevant material.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

#### 4. Educational Policy 2.1.10(a)—Engagement

- Social workers substantively and affectively prepare for action with individuals, groups, organizations, and communities;

### ***WEEK #12 – Implications of Mass Incarceration***

#### *Impact of mass incarceration (Current)*

- Socially
- Economically
- Politically

#### Readings

- (T) Alexander. Chapter 6 (The Fire This Time)
- (B) Roberts, D. E. (2004). The social and moral cost of mass incarceration in African American communities. *Stanford Law Review*, 1271-1305.

#### Week # 12 Summary:

Students begin to consider the long-term human, social, economic, political and moral cost of mass incarceration. Students also begin to examine through Alexander (chapter 6) present and future movements aimed at addressing the issue of mass incarceration. The challenges within such movements are also explored. Students examine the prevailing public perception of mass incarceration. The ideas of a “post-racialized society”, colorblindness inclusive of the election of Barack Obama are explored and analyzed as challenges to undermining the racialization of incarceration in the United States.

The class will start with a brief presentation from Decarcerate PA. Decarcerate PA is a grassroots campaign working to end mass incarceration in Pennsylvania. <http://decarceratepa.info/>. Students will have an opportunity to learn about the advocacy currently be done in Pennsylvania to halt mass incarceration and prison expansion. Students will also have an opportunity to participate to support the initiative if they choose. The remainder of the class will be allocated to student lead discussion on the assigned readings and other relevant material.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
  - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
  - Analyze models of assessment, prevention, intervention, and evaluation;
  - Demonstrate effective oral and written communication in working with colleagues.
2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
  - Critique and apply knowledge to understand person and environment.
3. Educational Policy 2.1.9—Respond to contexts that shape practice
  - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
4. Educational Policy 2.1.10(a)—Engagement

- Social workers substantively and affectively prepare for action with individuals, groups, organizations, and communities;

### ***WEEK #13 – A History of Conundrums***

#### ***Social Work and Criminal Justice (Historical)***

- A historical perspective
- Intersectionality
- Competency in practice and policy
- Group Presentations

#### ***Readings***

- (B) Ohlin, L. E., Piven, H., & Pappenfort, D. (1956). Major dilemmas of the social worker in probation and parole. *National Probation and Parole Association Journal*, 2(3), 211-25.
- (B) Roberts & Brownell (1999). A Century of Forensic Social Work: Bridging the Past to the Present pp.359-368
- (B) Reamer, F.G. (2004). Social work and criminal justice: the uneasy alliance. *Journal of Religion & Spirituality in Social Work*, 23(1/2), 213-231

#### ***Week # 13 summary:***

Students examine and critique the historical and current relationship between social work and the criminal justice system. Challenges working in prisons, probation and parole are also explored. The various intersections of social work practice and mass incarceration are also explored to help students to develop a holistic framework for future practice/advocacy.



The first half of the class will primarily be a lecture/discussion of the readings lead by the professor. The remainder of the class is dedicated to group presentations (see assignments). Students will present on an area of interest (be it policy or practice) and its intersection with mass incarceration. Topics will range from homelessness, mental health and substance abuse to name a few. Each group will be given 30 minutes to present

**Related competency and practice behaviors:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

***WEEK #14 – Changing the paradigm***

***Tools for change: Informed Practice and Policy***

- Changing paradigms through research

- Informed (evidence base) practice and policy
- Becoming more competent Social Workers
- Group Presentations

#### Readings

- **(B)** Donohue, J., & Siegleman, P. (1998). Allocating resources among prisons and social programs in the battle against crime. *The Journal of Legal Studies*, 27(1), 1-43
- **(B)** Wexler, H. K., Lurigio, A. J., & Rodriguez, P. F. (2011). Reforming the Criminal Justice System in the United States: Issues and Recommendations. *The Prison Journal*, 91(3 suppl), 1S-11S.
- **(B)** Thyer, B. Myers, L. The quest for evidence-based practice: A view from the United States. *Journal of Social Work*. January 2011. Vol.11, no 1, 8-25
- **(B)** Van Wormer, K. (2003). Restorative justice: a model for social work practice with families. *Families in Society*, 84(3), 441-448.

#### Week # 14 Learning Objective:

The semester concludes and students analyze the impact of research as a tool to change minds, and to inform practice and advocacy. The concept of restorative justice is also introduced as an alternative to current criminal justice practice. The semester concludes by once again discussing the concept of social justice and the professional obligation of all social workers to work towards a just society for all.

The first half of the class will primarily be a lecture/discussion of the readings lead by the professor. The remainder of the class is dedicated to group presentations (see assignment #). Students will present on an area of interest (be it policy or practice) and its

intersection with mass incarceration. Topics will range from homelessness, mental health and substance abuse to name a few. Each group will be given 30 minutes to present

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Advocate for client access to services of social work
- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

4. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### **Conclusion**

The curriculum takes a historical and contemporary look at criminal justice in the United States. It allows the students to analyze various themes that have shaped the response to incarceration historically and present day. The current epidemic of mass incarceration is deconstructed to access issues of injustice necessitating a social work response. The educational content along with the skills indicated by the CSWE core competencies and practice behaviors infused throughout the curriculum, allow students to build a foundation for future advocacy, and clinical practice directly (or indirectly) with people impacted by the criminal justice system and issues of mass incarceration.

## **Chapter 8**

### **A Basic course for MSW Students: Holistic Clinical Practice in an Era of Mass Incarceration**

Chapter 8 takes a detailed look at the 2<sup>nd</sup> course titled “Holistic Clinical Practice in an Era of Mass Incarceration. It is designed to systematically take the student through various stages of work with clients in the criminal justice system, or those that have been formerly incarcerated. Students also begin to look at some of the collateral consequences of mass incarceration, specifically as it pertains to children and families. Chapter 8 also examines clinical theories and interventions that have been empirically validated with criminal justice populations.

The following sections serve to illuminate the content inclusive of course purpose, educational objectives, assignments and course requirements. The CSWE core competencies and practice behaviors are also extrapolated from the assignments and weekly modules.

#### **I. COURSE PURPOSE**

This course provides MSW students with greater understanding of the inherent challenges of working directly or indirectly with the criminal justice system. It provides a basic foundation of navigating the incongruities present with social work values and that of the criminal justice system. It is intended to guide knowledge, skills, and values to facilitate holistic clinical practice for social workers working with people in prison, people transitioning from prison, their families, and those working within reentry organizations or private practice.

#### **II. EDUCATIONAL OBJECTIVES**

By the end of the semester the student should be able to understand the interpersonal, intrapersonal and systemic barriers of working directly or indirectly with the criminal justice system. The student will also have a basic understanding and utilization of evidence base practices that have demonstrated empirical validity with criminal justice populations. The student should have the ability to critically analyze incongruities within practice (and to some extent policy), and to thus advocate ensuring that social work values are maintained. At the conclusion of the semester the students will have demonstrated:

1. Advanced understanding of the impact of mass incarceration and social work practice
2. Increased self-awareness as it pertains to working as a change agent with individuals and systems
3. An understanding of the inherent challenges of practice in authoritarian settings, and ways of practicing and maintaining social work values in such settings
4. Advanced understanding of the various clinical and systemic factors that contribute and perpetuate mass incarceration
5. Understanding of the various strategies and interventions that have been successful with the criminal justice/reentry population.
6. Increased ability to research, utilize and critically evaluate evidence based practices as it pertains to the criminal justice system

7. The ability to practice and uphold social work values with increased awareness of interacting variables such as race, power, privilege, class, socioeconomics and gender.

### **III. COURSE REQUIREMENTS**

**A. EXPECTATIONS OF STUDENTS:** It is expected that students will work in collaboration with the instructor to create a safe learning environment that promotes critical thought. **Absolutely no texting, phone calls or surfing the web during class.**

**B. ATTENDANCE POLICY:** Missing more than two classes could result in failure of the course. Please be sure to communicate in a timely manner any planned or unexpected absences.

### **C. CRITERIA FOR EVALUATING YOUR WORK**

1) All papers should be written in APA 6<sup>th</sup> edition, be of publishable quality, adhere to the paper requirements, demonstrate conceptual clarity while integrating critical thought, theory and appropriate reflective use of self.

### **D. GRADING BREAKDOWN**

Reflection Paper	25%
Agency Paper	25%
Group Assignment	25%
Class participation	25%

### **E. REWRITING OF PAPERS POLICY**

Papers that are poorly written will be returned without a grade. Student will be consulted and instructed to rewrite the paper. Once the paper is rewritten and meets the

requirements, the paper will be graded with (A-) being the highest grade that can be achieved.

#### **F. LATE PAPER POLICY**

To avoid incurring a deduction on your paper, please speak with your professor in advance to discuss an extension.

#### **G. ACADEMIC INTEGRITY**

It is expected that all students in the class will uphold the university policy on academic integrity. Cheating of any kind will not be tolerated.

#### **H. ASSIGNED READINGS:** Are from professional journals.

The readings will be posted on Blackboard.

#### **IV. ASSIGNMENTS AND WEEKLY READINGS:**

Weekly Class Room Reading Assignments: Beginning the first day of class, we will divide into small groups with each group presenting on the weekly assigned readings. The presentation should not only summarize the assigned reading, but it should also include at least 2 thought provoking questions elicited from the readings that will be presented to the class for discussion. These questions must be shared with the class via email at least 2 days prior to the class meeting. A summary of the readings should be shared via email (or blackboard) at the conclusion of the class. The last 30 minutes of the class will then be utilized for group lead discussions.

In addition, a newspaper/magazine article (or short YouTube video no more than 10 minutes) pertaining to criminal justice may be presented for discussion. The discussion should focus on the message and potential impact to social work practice.

#### **Competency and practice behaviors related to assignment:**



1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

2. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

3. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

**1.Reflection Paper (7- pages):** This paper will consist of 5 parts:

- A.** Review a local (recent) newspaper article in your community that is crime related. Describe in your opinion how the accused or convicted individuals are portrayed.
- B.** Briefly describe your views (preferably prior to the class) on prison, prisoners and any real or perceived challenges to practice with the prison or reentry population.
- C.** Interview a fellow Sp2 colleague using the same questions from above.
- D.** Describe (in your opinion) in detail how these viewpoints were developed

(meaning, family socialization, school, friends, media etc.), and are they congruent with social work values and ethics?

- E. What measures do you believe (if any) need to be introduced in school and agency settings to ensure greater reflection as it pertains to preconceived notions and beliefs, specifically regarding the criminal justice population?

**Competency and practice behaviors related to assignment:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Advocate for client access to services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;

- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice.

5. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

6. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

**2. Agency Paper (7 pages):** Identify an agency of your choice that works with a criminal justice population. Contact an administrator identifying your-self as a SP2 student looking to conduct an interview with a social worker working directly with clients. Once permission is granted, set up an interview date/time. This should be done as early in advance as possible.

- A. Describe the agency and its mission (1/2 page)
- B. Describe the population(s) that the agency serves. What kinds of services are offered? (1 page)
- C. What influenced the social worker to work with the criminal justice/reentry population? How long have they worked with the population?
- D. What have been some of the highlights and challenges thus far?

- E. Do they feel the agency maintains social work values and ethics?
- F. What do they feel could be done to improve social work practice within the agency?
- G. What would they advise for a new social worker coming into the field of criminal justice reentry?

**Competency and practice behaviors related to assignment:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Advocate for client access to services of social work
- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice.

5. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

6. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

**3. Group Research/Intervention Paper/Presentation:** There will be two choices for this paper/presentation.

- Explore a specific subset of the criminal justice system. Examples could be juvenile justice population, LGBTQ individuals, women, sex offenders, victims/survivors of violence, elderly, disabled, individuals facing substance abuse or mental health issues etc. Do current policies serve this population inside and outside of prison? What are the implications for practice when working with this population for social workers and other service providers?
- Class will be divided into groups. Each group will research a relatively new evidence base intervention (not covered in class) that has been introduced to the criminal justice/reentry population (The professor must approve topic). Answer the following Questions:

A. What problem does the intervention seek to address?

- B. Describe the intervention
- C. Is there other research that supports the utilization of the intervention with target population
- D. In what ways does the research challenge or uphold social work values and ethics, specifically that of social justice?
- E. What are the future implications?

**Competency and practice behaviors related to assignment:**

1. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
  - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
  - Analyze models of assessment, prevention, intervention, and evaluation;
  - Demonstrate effective oral and written communication in working with colleagues.
2. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research
  - Use research evidence to inform practice.
3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
  - Critique and apply knowledge to understand person and environment.
4. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### **SCHEDULE OF WEEKLY CLASS TOPICS AND READINGS**

**B** = Blackboard.

**No Book Assigned**

#### ***WEEK #1 – INTRODUCTION***

##### **Introduction**

- Expectations
- Overview of the course
- Ethics, Competence and Social Justice
- History of Social Work and Prisons

##### **Reading:**

- Haney, C., & Zimbardo, P. (1998). The past and future of US prison policy: Twenty-five years after the Stanford Prison Experiment. *American Psychologist*, 53(7), 709-724.
- Reamer, F.G. (2004). Social work and criminal justice: the uneasy alliance. *Journal of Religion & Spirituality in Social Work*, 23(1/2), 213-231
- Cnaan, R. A., Draine, J., Frazier, B., & Sinha, J. W. (2008). Ex-prisoners' re-entry: An emerging frontier and a social work challenge. *Journal of Policy Practice*, 7(2-3), 178-198.
- Garrett, P. (2010). Examining the 'conservative revolution': neoliberalism and social work education. *Social Work Education*, 29(4), 340-355.
- Review NASW core values and ethical behaviors which can be found on the NASW website.

Suggested:

- Lowe, L. A., & Bohon, S. A. (2008). Specialized social work education: the case for social work with offenders. *Families in Society*, 89(2), 293-301
- Van Wormer, K. (2006). The case for restorative justice. *Journal of Teaching in Social Work*, 26(3-4), 57-69.

Week # 1 Summary:

Students are presented to an overview of the course inclusive of the content and the individual expectations. The professional exceptions as indicated by the NASW are also explored. The readings introducing students to the history of social work and the criminal justice system are also discussed. This is done so that the student can analyze the inherent ambiguity and some would say resistance to working in and around the criminal justice system in the United States by the social work profession.

The pedagogical approach in this initial class will essentially be dialogical to allow students an opportunity to begin to examine the various individual and systemic challenges to working with criminal justice populations.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
  - Advocate for client access to services of social work
  - Attend to professional roles and boundaries
  - Engage in career long learning
2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice



- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

5. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

## ***WEEK #2 – A HISTORY OF THE PRESENT***

### ***Mass Incarceration***

- A Brief Review
- Current State of Incarceration
- Direct & Collateral Consequences

### ***Readings***

- Wacquant, L. (2001). Deadly Symbiosis: When Ghetto and Prison Meet and Mesh. *Punishment & Society*. Vol 3, 95-133
- Brownell, P., & Roberts, A. R. (2002). A century of social work in criminal justice and correctional settings. *Journal of Offender Rehabilitation*, 35(2), 1-17.
- Wacquant, L. (2002). The curious eclipse of prison ethnography in the age of mass incarceration. *Ethnography*, 3(4), 371-397.

Suggested:

- Herbert, S. (2001). Policing the contemporary city: fixing broken windows or shoring up neo-liberalism?. *Theoretical Criminology*, 5(4), 445-466.
- Karlan, P. S. (2003). Convictions and Doubts: Retribution, Representation, and the Debate over Felon Disenfranchisement. *Stan. L. Rev.*, 56, 1147-1175

Week # 2 summary:

Week 2 examines the current state of incarceration in the United States. It allows the students to examine (in a broad sense) clinical practice inclusive of macro and systemic challenges facing their clients. It also examines some of the collateral consequences of incarceration and how they further impede practice and service delivery directly or indirectly with the criminal justice population.

Students will be placed in groups and asked to discuss some of the direct and collateral consequences of mass incarceration, and their implications for social work practice. After reconvening, students will discuss collectively their observations and conclusions from the smaller groups. The remainder of the class will be allocated to a student lead group summary/discussion on the weekly readings.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

5. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

6. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### ***WEEK #3 – COMPETENCY IN PRACTICE***

#### ***Addressing Race, Power and Privilege in Practice***

- Cultural Competency
- Self Reflection
- Transference and Countertransference
- Supervision as a tool for process and growth

#### ***Readings***

- Heron. (2005). Self-reflection in critical social work practice: subjectivity and the possibilities of resistance. *Reflective Practice: International and Multidisciplinary Perspectives*. Volume, Issue 3, pp.341-351
- Lyles-Chockley, A. (2008). Transitions to Justice: Prisoner Reentry as an Opportunity to Confront the Counteract Racism. *Hastings Race & Poverty LJ*, 6, 259-333.
- Lippke, R. L. (2002). Toward a theory of prisoners' rights. *Ratio Juris*, 15(2), 122-145.

- Leary, K. (1997). Race, self-disclosure, and “forbidden talk”: race and ethnicity in contemporary clinical practice. *Psychoanalytic Quarterly* LXVI: 163-189

Suggested:

- Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education, 46 (2), 24-261
- Foster, R. P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work Journal*, 26(3), 253-270.

Week # 3 Summary:

Week 3 allows the students an opportunity to process their inherent biases and the challenges presented when working with clients of different race, class, sexual orientation etc. It allows them to continue to expand their ability to utilize self-reflection and supervision as a tool towards competency.

Students will be broken into groups of 2. They will then be asked to tell the other group member every assumption they can make about them based on their race (perceived), speech, action, dress etc., in a period of 5 minutes. We will then reconvene to discuss their findings and how real or perceived perceptions can hinder social work practice. Students will then partner with their previous group member to role-play various scenarios to help them better understand the potential impact of transference, countertransference, race (perceived), class, social learning etc. on social work practice. The remainder of the class will be dedicated to group lead discussions on the assigned reading and other relevant material.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

8. Educational Policy 2.1.10(a)—Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

## **WEEK #4 – PRACTICE IN AUTHORITARIAN SETTINGS**

### Conflicting Paradigms

- Dean Pray
- Changing the paradigm through EBP
- Structural And Strength Base Approaches

### Readings

- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, Vol 41(3), 296-305.

- Breton, M. (1994). On the meaning of empowerment and empowerment-oriented social work practice. *Social Work with Groups*, 17(3), 23-37.
- Ward, T., & Birgden, A. (2007). Human rights and correctional clinical practice. *Aggression and Violent Behavior*, 12(6), 628-643.
- Pollack, S. (2004). Anti-oppressive Social Work Practice with Women in Prison: Discursive Reconstructions and Alternative Practices. *The British Journal of Social Work*. 34(5), 693-707

Suggested:

- Danzer, G. S. (2011). From Ego Psychology to Strengths, From Victim to Survivor. *Journal of Aggression, Maltreatment & Trauma*, 20(2), 175-198.
- Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice*, 15(1), 52-61.
- Finn, J. L., & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57-78.
- Murna, S & LeBel, T. (2003). Welcome Home? Examining the “Reentry Court” Concept from a Strengths-based perspective. *Western Criminology Review*. 4(2), 91-107
- Ward, T., & Salmon, K. (2009). The ethics of punishment: Correctional practice implications. *Aggression and violent behavior*, 14(4), 239-247.
- Glaser, B. (2002). Therapeutic jurisprudence: An ethical paradigm for therapists in sex offender treatment programs. *W. Criminology Rev.*, 4, 143-169

Week # 4 Summary:



Week 4 allows students to consider challenges that may present themselves while working in authoritarian settings, or settings with values that conflict with those of social work. It proposes the utilization of strength base approaches and evidence base practices as a tool for change.

A presenter will be utilized for this class, preferably an MSW who has had experience working in various facets of the criminal justice system.. The remainder of the class will be devoted to student lead discussion on the reading material.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;

- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

#### 8. Educational Policy 2.1.10(a)—Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

### ***WEEK #5 – INTERSECTIONS***

#### *Impact of Mass Incarceration on Social Work Practice*

- Homelessness
- Mental Health
- Substance Abuse
- Poverty
- Practice with families
- Challenges to practice

#### Readings

- Roman, C. G. (2004). A roof is not enough: Successful prisoner reintegration requires experimentation and collaboration. *Criminology & Public Policy*, 3(2), 161-168.
- Cuomo, C., Sarchiapone, M., Di Giannantonio, M., Mancini, M., & Roy, A. (2008). Aggression, impulsivity, personality traits, and childhood trauma of prisoners with substance abuse and addiction. *The American journal of drug and alcohol abuse*, 34(3), 339-345.

- Kupers, T. A. (2005), Toxic masculinity as a barrier to mental health treatment in prison. *J. Clin. Psychol.*, 61: 713–724.
- Wacquant, L. (2001). The penalization of poverty and the rise of neo-liberalism. *European Journal on Criminal Policy and Research*, 9(4), 401-412.

#### Suggested

- Hagan, J and Dinovitzer, R. (1999). Collateral Consequences of Imprisonment for Children, Communities, and Prisoners. *Crime and Justice* , Vol. 26, pp. 121-162
- Bilchik, S., C. Seymour, and K. Kreisher (2001). "Parents in prison." *Corrections Today*, 63 (7), 108-111.

#### Week # 5 summary:

By week 5 students have looked at some of the intrapsychic, systematic and practical challenges of working with criminal justice populations from a social work perspective. Students now begin to examine the various intersections of mass incarceration and social work practice. The crosspollination of mass incarceration in staples of social work practice are examined and analyzed to thus understand the added challenges they present to social work practice.

This class will primarily consist of a lecture that seeks to highlight the various intersections of social work practice and mass incarceration not covered by the readings. The remainder of the class will be a student lead discussion regarding the reading and other relevant material to the subject.

#### **Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

8. Educational Policy 2.1.10(a)—Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

## ***WEEK #6 – ASSESSMENT***

### ***Creating Safe Space In Prisons***

- Assessment
- Empathy and Validation

- Empowering Language

### Readings

- Mazza, (2008). Within these walls. The effects of environment on social work practice in prisons. *Practice: Social Work in Action*, 20, 251-264
- Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133.
- Bridges, G. S., & Steen, S. (1998). Racial disparities in official assessments of juvenile offenders: Attributional stereotypes as mediating mechanisms. *American Sociological Review*, 554-570.
- Austin, J. (2006) How Much Risk Can We Take? The Misuse of Risk Assessment in Corrections. *Federal Probation*, 70 (2), 58-63

### Suggested:

- Rodwell, K. (1987). Naturalistic Inquiry: An Alternative Model for Social Work Assessment. *Social Service Review*. The University of Chicago Press. 231-246
- Graybeal, C. (2001). Strengths Based social work assessment: Transforming the dominant paradigm. *Families in Society*. 82 (3), 233-242

### Week # 6 Summary:

Students in week 6 begin looking at various assessment methodologies for working with the criminal justice population in prisons and community settings. Students also examine challenges of working with clients inclusive of boundary issues, validation and empathy and the creation of a safe space.

Role-playing will be utilized as a tool for students to begin to strategize as they consider the challenges to client assessment, and the creation of safe space with criminal

justice populations in and out of prison. The remainder of the class will be utilized for student lead discussions on the weekly reading assignments.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;



- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

8. Educational Policy 2.1.10(a)—Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

9. Educational Policy 2.1.10(b)—Assessment

- Collect, organize, and interpret client data;

- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives

### **WEEK #7 – ROADBLOCKS**

#### Challenges to Successful Reentry

- Working with Former Prisoners
- Fear of Success-Self Fulfilling Prophecy
- Challenges Exacerbated
- Perception

#### Readings

- Draine, J., Wolff, N., Jacoby, J. E., Hartwell, S. and Duclos, C. (2005),  
Understanding community re-entry of former prisoners with mental illness: a  
conceptual model to guide new research. Behav. Sci. Law, 23: 689–707.
- Haney, C. (2001). The Psychological Impact of Incarceration: Implications for  
Post-Prison Adjustment. U.S. Department of Health and Human Services The  
Urban Institute. 1-19
- King, A., (1993). “The Impact of Incarceration on African American Families:  
Implications for Practice,” Families in Society: The Journal of Contemporary  
Human Services, 74, 145-153
- Thomas P. LeBel (2011). If One Doesn’t Get You Another One Will: Formerly  
Incarcerated Persons’ Perceptions of Discrimination. The Prison Journal March  
2012 92: 63-87

#### Suggested:

- Shinkfield, A. J., & Graffam, J. (2009). Community reintegration of ex-prisoners type and degree of change in variables influencing successful reintegration. *International journal of offender therapy and comparative criminology*, 53(1), 29-42.
- Lukies, J., Graffam, J., & Shinkfield, A. J. (2011). The effect of organizational context variables on employer attitudes toward employability of ex-offenders. *International journal of offender therapy and comparative criminology*, 55(3), 460-475.
- Gunnison, E., & Helfgott, J. B. (2011). Factors that hinder offender reentry success: A view from community corrections officers. *International Journal of Offender Therapy and Comparative Criminology*, 55(2), 287-304.

#### Week # 7 Summary:

In week 7, students examine some of the physiological, systemic, social and economical challenges faced by formerly incarcerated people. Their impact on social work practice is also explored.

To humanize and make real some of the challenges faced by formerly incarcerated people, I will show a short documentary titled “Challenges post release”. The documentary features three individuals and their journey to and from prison. A brief period will be allocated to feedback and discussion of the documentary prior to transitioning into the student lead discussion of the readings.

#### **Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

8. Educational Policy 2.1.10(a)—Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

### ***WEEK #8 – INCARERATED FAMILIES***

#### ***Impact of Incarceration on the Family***

- Children
- Family Structures
- Women (raising rates of incarceration)

#### ***Readings***

- Mazza, C. (2002). And then the world fell apart: The children of incarcerated fathers. *Families in Society*. 83, 521-529
- Hagan, J., & Dinovitzer, R. (1999). Collateral consequences of imprisonment for children, communities, and prisoners. *Crime and Justice*, 121-162.
- Perkins-Dock, R. E. (2001). Family interventions with incarcerated youth: A review of the literature. *International Journal of Offender Therapy and Comparative Criminology*, 45(5), 606-625
- Visher, A., Travis, J. (2011). Life on the Outside: Returning Home after Incarceration. *The Prison Journal*, vol.91, no.3. 102s-119s

Suggested:

- Greene, S., Haney, C., and Hurtado, A., (2000). "Cycles of Pain: Risk Factors in the Lives of Incarcerated Women and Their Children," *Prison Journal*, 80, 3-23
- Jose-Kampfner, C., (1990). "Coming to Terms with Existential Death: An Analysis of Women's Adaptation to Life in Prison," *Social Justice*, 17, 110

Week # 8 Summary:

Week 8 allows the student to examine the various clinical impact of mass incarceration on families (specifically children) of incarcerated individuals. It also briefly examines some empirically based interventions for working with people and families impacted by incarceration.

A presenter will be utilized for this class, preferably someone who can share their experiences of having a family member incarcerated. A brief question and answer period will follow prior to the student lead discussion of the assigned weekly readings.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

## ***WEEK #9 – TRAUMA***

### A Complex Lens

- Consequences of poverty and mass incarceration
- Psychological effects on the Family/Individual
- Developmental and Attachment Perspectives
- Manifestation of Self-Destructive Behaviors
- PTSD

### Readings



- Mazza, C. (2004). A pound of flesh: The psychological, familial and social consequences of mandatory long term sentencing laws for drug offenses. *Journal of Social Work Practice in the Addictions*, 44, 65-81
- Fonagy, P. (1999). Male perpetrators of violence against women: An attachment theory perspective. *Journal of Applied Psychoanalytic Studies*, 1(1), 7-27.
- Carlson, B. E., Shafer, M. S., & Duffee, D. E. (2010). Traumatic histories and stressful life events of incarcerated parents II: Gender and ethnic differences in substance abuse and service needs. *The Prison Journal*, 90(4), 494-515.
- Nena Messina and Christine Grella (2006). Childhood Trauma and Women's Health Outcomes in a California Prison Population. *American Journal of Public Health*: Vol. 96, No. 10, pp. 1842-1848. doi: 10.2105/AJPH.2005.082016

Suggested:

- Gibson, L. E., Holt, J. C., Fondacaro, K. M., Tang, T. S., Powell, T. A., & Turbitt, E. L. (1999). An examination of antecedent traumas and psychiatric comorbidity among male inmates with PTSD. *Journal of Traumatic Stress*, 12(3), 473-484.
- Kupers, T. A. (1996), Trauma and its sequelae in male prisoners: Effects of Confinement, Overcrowding, and Diminished Services. *American Journal of Orthopsychiatry*, 66: 189-196.
- Pearlman, L. A., & Courtois, C. A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. *Journal of Traumatic Stress*, 18, 449-460.
- Kubiak, S. P. (2004). The effects of PTSD on treatment adherence, drug relapse, and criminal recidivism in a sample of incarcerated men and women. *Research on*

*Social Work Practice, 14(6), 424-433.*

Week # 9 Summary:

Week 9 allows the students to continue to look at the psychological impact of mass incarceration on the individual and the family members. A trauma and attachment framework is also introduced as tools for assessment and treatment. The prevalence of complex trauma among prisoners is also explored to gauge treatment implications.

A lecture will focus on the complexity of viewing prisoners as victims, and its implications regarding how we treat and respond to crime. The remainder of the class will be student lead discussion on the assigned readings.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

### ***WEEK #10 – MOTIVATIONAL INTERVIEWING***

#### *Working With Resistance*

- Stages of Change

#### Readings

- Alexander, M., VanBenschoten, S. W., & Walters, S. T. (2008). Motivational interviewing training in criminal justice: Development of a model plan. *Fed. Probation*, 72, 61-69
- McMurran, M. (2009). Motivational interviewing with offenders: A systematic review. *Legal and criminological Psychology*, 14(1), 83-100.
- Anstiss, B., Polaschek, D. L., & Wilson, M. (2011). A brief motivational interviewing intervention with prisoners: when you lead a horse to water, can it drink for itself?. *Psychology, Crime & Law*, 17(8), 689-710.
- Mann, R. E., & Rollnick, S. (1996). Clinical Section Motivational Interviewing With a Sex Offender Who Believed He Was Innocent. *Behavioural and cognitive psychotherapy*, 24, 127-134.

#### Week # 10 summary:

Building on a trauma and attachment framework for assessment and treatment, students are introduced to motivational interviewing as a clinical tool for working with offenders or formerly incarcerated people. Motivational interviewing is a client-centered

approach for working with resistance to change. It has been recently shown to be effective in various trials with criminal justice populations.

Role-playing will be utilized to help students understand various facets of motivational interviewing, specifically its application with incarcerated and formerly incarcerated people. The remainder of the class will be utilized for student lead discussions on the assigned reading.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

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2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
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- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

#### 8. Educational Policy 2.1.10(c)—Intervention

- Implement prevention interventions that enhance client capacities
- Help clients resolve problems;
- Facilitate transitions and endings.

#### 9. Educational Policy 2.1.10(d)—Evaluation□

- Social workers critically analyze, monitor, and evaluate interventions.

### ***WEEK #11 – NARRATIVE THERAPY***

#### Reframing to Reshape

- Turning negatives into a positive

#### Readings

- Mahoney, A.M. & Daniel, CA. (2006). Bridging the Power Gap: Narrative Therapy with Incarcerated Women. *The Prison Journal*, 86(1), 75-88.
- Allicia, E & Wilson, J. (2010). Life Story Work and Social Work Practice: A Case Study With Ex-Prisoners Labeled as Having an Intellectual Disability. *Australian Social Work*, 63, 1, 67-82
- McKendy, J. (2006). 'I'm very careful about that': narrative and agency of men in prison. *Discourse Society*. vol. 17 no. 4 473-502

#### Suggested:

- Brookman, F., Copes, A & Hochstetler, A. (2011). Street Codes as Formula Stories: How Inmates Recount Violence. *Journal of Contemporary Ethnography*.

40, 4, 397-424

Week # 11 summary:

Students are introduced to narrative therapy. Narrative therapy is similar to motivational interviewing in that it is a client-centered approach. Narrative therapy is particularly important with the criminal justice population as it allows them to deconstruct negative narratives they often have of themselves. This is also a strength-based approach as positive attributes are externalized and used towards the creation of new narratives more conducive with positive health and behaviors.

Role-play based on vignettes and scenarios presented by the professor will be utilized to enable students to understand the various constructs of narrative therapy while working with incarcerated and formerly incarcerated people. The remainder of the class will be utilized for student lead discussions on the assigned readings.

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.



3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

8. Educational Policy 2.1.10(c)—Intervention

- Implement prevention interventions that enhance client capacities
- Help clients resolve problems;
- Facilitate transitions and endings.

9. Educational Policy 2.1.10(d)—Evaluation□

- Social workers critically analyze, monitor, and evaluate interventions.

### ***WEEK #12 – Behavioral Theories***

#### **CBT/DBT**

- Providing Tools for a new path through mindfulness

#### **Readings**

- Wilson, D. B., Bouffard, L. A., & Mackenzie, D. L. (2005). A quantitative review of structured, group-oriented, cognitive-behavioral programs for offenders.

*Criminal Justice and Behavior*, 32(2), 172-204.

- Bowen, S., Witkiewitz, K., Dillworth, T. M., Chawla, N., Simpson, T. L., Ostafin, B. D., ... & Marlatt, G. A. (2006). Mindfulness meditation and substance use in an incarcerated population. *Psychology of Addictive Behaviors*, 20(3), 343.
- Nee, C., & Farman, S. (2007). Dialectical behavior therapy as a treatment for borderline personality disorder in prisons: Three illustrative case studies. *The Journal of Forensic Psychiatry & Psychology*, 18(2), 160-180.

Suggested:

- Maruna, S. and Mann, R. E. (2006), A fundamental attribution error? Rethinking cognitive distortions. *Legal and Criminological Psychology*, 11: 155–177.
- Burraston, B. O., Cherrington, D. J., & Bahr, S. J. (2012). Reducing Juvenile Recidivism With Cognitive Training and a Cell Phone Follow-Up. *International Journal of Offender Therapy and Comparative Criminology*, 56(1), 61-80.

Week # 12 summary:

In week 12, students are introduced to cognitive and dialectic behavioral theories. These theories have been shown to have success working with criminal justice populations as they help clients in recognizing and thus changing behaviors that are considered maladaptive.

Role-play based on vignettes and scenarios presented by the professor will be utilized to enable students to understand the various constructs and utilizations of behavioral theories while working with incarcerated and formerly incarcerated people. The remainder of the class will be utilized for student lead discussions on the assigned readings

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

- Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. Educational Policy 2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Critique and apply knowledge to understand person and environment.

7. Educational Policy 2.1.9—Respond to contexts that shape practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

8. Educational Policy 2.1.10(c)—Intervention

- Implement prevention interventions that enhance client capacities
- Help clients resolve problems;
- Facilitate transitions and endings.

9. Educational Policy 2.1.10(d)—Evaluation□

- Social workers critically analyze, monitor, and evaluate interventions.

### ***WEEK #13 – TERMINATION***

#### **Empowering Vs. Enabling**

- Attachment Patterns
- Minimize Negative Effects
- Group Presentations

### Readings

- Fortune, A.E., (1987). Grief Only? Client and social worker reactions to termination. *Clinical Social Work Journal*. Volume 15, Number 2 (1987), 159-171
- Siebold, C. (2007). Everytime we say Goodbye: Forced Termination Revisited, a Commentary. *Clinical Social Work Journal*, 35 (2), 91-95.
- Zilberstein, K. (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal*, 36: 301-311.

### Suggested:

- Gelman, Caroline R. (2009) MSW Students' Experience with Termination: Implications and Suggestions for Classroom and Field Instruction. *Journal of Teaching in Social Work* 29(2)
- Siebold, C. (1991). Termination: When the therapist leaves. *Clinical Social Work Journal*, 19(2), 191-204.

### Week # 13 summary:

In week 13, students examine the process of termination with clients. This often-underexplored facet of working with clients is examined and analyzed to minimize trauma for the student, and most importantly the client. It also serves as reminder to the student that the ultimate goal of working with clients is self-sufficiency.

The student lead discussion on the readings will commence the class followed by group presentations (see assignment 3).

**Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Attend to professional roles and boundaries
- Engage in career long learning

2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
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- Demonstrate effective oral and written communication in working with colleagues.

4. Educational Policy 2.1.4—Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

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8. Educational Policy 2.1.10(c)—Intervention

- Implement prevention interventions that enhance client capacities
- Help clients resolve problems;
- Facilitate transitions and endings.

9. Educational Policy 2.1.10(d)—Evaluation □



- Social workers critically analyze, monitor, and evaluate interventions.

### ***WEEK #14 – THE ROAD TO COMPETENCY***

#### Tools for change: Informed Practice and Policy

- Changing paradigms through research
- Evidence base practice and policy
- Becoming more competent Social Workers
- Summing up
- Group Presentations

#### Week # 14 summary:

The final week will consist of rehashing important components of the course via brief lecture. Specific emphasis will be given to the importance of research as tool for challenging and eventually changing paradigms that negate social work value and ethics. Week 14 will also feature group presentations (see assignment 3)

#### **Related competency and practice behaviors:**

1. Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
  - Attend to professional roles and boundaries
  - Engage in career long learning
2. Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice
  - Recognize and manage personal values in a way that allows professional values to guide practice
  - Apply strategies of ethical reasoning to arrive at principled decisions.

3. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in working with colleagues.

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- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

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8. Educational Policy 2.1.10(c)—Intervention

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- Help clients resolve problems;
- Facilitate transitions and endings.

9. Educational Policy 2.1.10(d)—Evaluation□

- Social workers critically analyze, monitor, and evaluate interventions.

### **Conclusion**

This second course takes students through some of the arduous facets of clinical practice in authoritarian settings such as prisons; it also allows them to reflect on socially created biases that could hinder practice with marginalized individuals. It also examines some of the collateral consequences on children and families of incarcerated individuals. Empirically validated interventions are also explored to facilitate greater knowledge and skills in the helping process. This course should be viewed as a start and not an end. Practice with people impacted by the criminal justice setting requires a thorough understanding of not only the presenting (and past) challenges of the individual, but also of the systemic hardships that have plagued poor African American, Latinos and other

minorities who are overrepresented in the criminal justice system.

## **Chapter 9**

### **Concluding remarks and recommendations**

The history of prisons and incarceration is one of failure. Failure if the impetus is indeed rehabilitation, reform, or correction. Prisons, reformatories or correctional facilities are nothing more than euphemisms that mask the inadequacy of society to address its societal ills. The stories that have been extrapolated from within prisons, or the “belly of the beast” as it’s known to its inhabitants, have been stories of abuse, torture, oppression, and some of the most heinous human rights violations known to man. This has all been carried out in the name of justice; a justice alleging to be blind, that has somehow preyed primarily on poor people of color. People hailing from some of the most impoverished communities in this country; people unable to mount any real defense. People who will now as inconceivable as it may seem, be further marginalized by their status as “ex-con or parolee” in a society that already views them as “other”.

History is often said to be the greatest teacher, and history has clearly shown that our response to crime in the United States does not work. Incarcerating people in mass has not lead to safer communities or a safer country for that matter, and as indicative by high levels of recidivism, prisons and “get tough on crime” policies are not the answer to fixing our social ills. What we have done is essentially lock away millions of poor and marginalized people, reinforcing their distrust and anger towards the system by inflicting countless horrors under the guise of justice and reform. We then disenfranchise them by taking away their right to vote, thus their voice for change. This hierarchy of citizenship is even more apparent when one considers the legal hurdles being placed on immigrants of color in this country seeking basic human rights.

Eddie Ellis, a prison rights activist and former prisoner during the Attica riots, often uses the McDonald's food chain as an analogy when he speaks about recidivism in America. The story starts by highlighting the billboard sign usually present outside most McDonald's, boasting of the millions, or in some instances billions of people served. He then pauses and bluntly asks the audience "what would happen if 70 percent of those people served returned their food?" The answer almost unanimously is that McDonald's would go out of business. Yet that is precisely what has not happened with the criminal justice system. Rather, it has defied conventional logic and has instead grown at an unprecedented rate surpassing that of any country in the history of the modern world.

Our staunch reductionist downstream approach towards the problem in light of empirical data showing that an upstream approach ensuring that people have access to education, healthcare, social and economic opportunities, empirically proven to prevent and reduce further commission of crime, has lead many researchers and activist to conclude that mass incarceration (especially in light of its racial and social makeup) is nothing more than the predecessor of the "peculiar institutions" that have served to define this country's historical attempt to subjugate poor non white people. Mass incarceration clearly represents one of the single greatest challenges to social justice that this country has ever faced. Yet the profession of social work has remained strangely silent. Silent even as many of its members have taken the profession to task for its seemingly abdication of responsibility towards issues of criminal justice and mass incarceration. However, it is time to raise a new consciousness, a consciousness that enables a moment of professional reflection, a moment for the profession to collectively look in the mirror and hold it self-accountable to its organizing value of social justice inclusive of all.

Social Work interventions need to be mounted on various micro and macro levels to challenge the depths of this Mass Incarceration epidemic. Empirical data elicited from research and practice must be used to inform education, policy and advocacy. A new criminal justice paradigm reflective of the person- in- the environment perspective, eschewing reductionist medical model approaches to addressing issues of crime and justice must be promoted in all aspects of criminal justice with social work as its vanguard.

This dissertation creates an MSW curriculum to infuse social work pedagogy (and by extension practice) by illuminating the historical evolvement of the criminal justice system in the U.S. Its assertion being: holistic practice with social justice as the impetus cannot take place in a vacuum. Meaning, we (social workers) need to truly understand the historical and social milieu of our clients beyond the presenting issues. It aims to inform practice that empowers our clients, deconstructs and challenges inequalities, and thus rejects a paradigm that promotes reductionism and acquiescence towards the status quo. The curriculum also examines the current state of incarceration and its varying intersections with social work, necessitating greater competency for practitioners working directly or indirectly with the population. It also pays particular attention to clinical practice theories that have not only proven to be effective, but that have made attempts at deconstructing values of privilege and power inherent in some theories.

This attempt at infusing social work education with criminal justice knowledge/competency should only be considered a small sampling of the various intersections of mass incarceration and social work practice. Further and more extensive scholarship in issues relating to juvenile justice, gerontology, HIV/AIDS, mental health,

substance abuse, LGBTQ, impact of incarceration on families/communities, race and incarceration, social and economic barriers post release, the school to prison pipeline amongst others are needed. Social work has an obligation, an obligation as stated by its organizing value and mission to respond to what many consider to be the greatest social justice issue of our generation. Blagg and Smith (1989) stated that social work:

Has an important and distinctive place in relation to crime and criminal justice. We remain optimistic that the core values that have traditionally been informed with social work will continue to inform, even on the margins, the official response to crime and crime problems. We have in mind values such as the concern and respects for persons, support for the weak and vulnerable, and the hope in people's capacity to grow and change. It is not easy in the present social and political context to retain these values; it is not easy to express them without feeling an embarrassing sense of anachronism. But unless social work can continue to find a practical expression of such values our criminal justice system will become more repressive and discriminatory, and still less capable of delivering justice and fairness (p.142).



## Appendix (A)

## CSWE Core Competencies and Practice Behaviors

CSWE EPAS Core Competency and CSWE Description (as written by CSWE)	Practice Behaviors (adapted from CSWE illustrative practice behaviors)
<b>2.1.1: Identify as a professional social worker and conduct oneself accordingly.</b> Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.	<ul style="list-style-type: none"> <li>• advocate for just social structures and equitable client/constituent access to the services of social work in the context of diverse and multidisciplinary settings;</li> <li>• practice personal and critical reflection to assure continual professional growth and development;</li> <li>• attend to professional roles and boundaries;</li> <li>• demonstrate professional demeanor in behavior, appearance, and communication; and</li> <li>• demonstrate the ability to engage in career-long learning, including consistent use of supervision and consultation.</li> </ul>
<b>2.1.2: Apply social work ethical principles to guide professional practice.</b> Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	<ul style="list-style-type: none"> <li>• recognize and manage personal values so that professional values guide practice;</li> <li>• make ethical decisions, in practice and research by critically applying ethical standards including, but not limited to, the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles, and other salient codes of ethics;</li> <li>• tolerate and respect ambiguity in resolving ethical conflicts;</li> <li>• apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions; and</li> <li>• understand the role of consultation and use it appropriately in ethical decision making.</li> </ul>
<b>2.1.3: Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented	<ul style="list-style-type: none"> <li>• distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience;</li> <li>• critically analyze models of assessment, prevention, intervention, and evaluation, especially in relation to their cultural relevance and applicability, and promotion of social justice; and</li> </ul>

by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.	<ul style="list-style-type: none"> <li>• demonstrate effective listening skills and oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul>
<b>2.1.4: Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	<ul style="list-style-type: none"> <li>• recognize and articulate the ways in which social and cultural structures - including history, institutions and values - oppress some identity groups while enhancing the privilege and power of dominant groups;</li> <li>• develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups;</li> <li>• recognize and dialogue with others about their understanding of the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences; and</li> <li>• demonstrate the ability to be life-long learners and engage the knowledge, strengths, skills, and experience of clients/constituents;</li> </ul>
<b>2.1.5: Advance human rights and social and economic justice.</b> Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.	<ul style="list-style-type: none"> <li>• understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights;</li> <li>• advocate for human rights and social and economic justice; and</li> <li>• engage in practices that address disparities and inequalities and advance social and economic justice.</li> </ul>
<b>2.1.6: Engage in research-informed practice and practice-informed research.</b> Social workers use practice experience	<ul style="list-style-type: none"> <li>• use client/constituent knowledge and practice experience to inform scientific inquiry;</li> <li>• use qualitative and quantitative research evidence to inform practice; and</li> </ul>

to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.	<ul style="list-style-type: none"> <li>• know and apply the research literature on social disparities in selecting and evaluating services and policies;</li> </ul>
<b>2.1.7: Apply knowledge of human behavior and the social environment.</b> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and wellbeing. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.	<ul style="list-style-type: none"> <li>• apply theories and conceptual frameworks relevant to understanding people and environments across system levels; and</li> <li>• critique and apply these theories and frameworks to assessment, intervention, and evaluation at multiple system levels.</li> </ul>
<b>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.	<ul style="list-style-type: none"> <li>• demonstrate a critical understanding of the history and current form of US social welfare and social service policies, institutions, governance, and financing and use this understanding to formulate policies and strategies that advance social well-being and social and economic justice; and</li> <li>• collaborate with colleagues, clients/constituents, and other actors to advocate for social and economic justice to effect policy change.</li> </ul>
<b>2.1.9: Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in	<ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services;</li> </ul>

<p>responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p>	<ul style="list-style-type: none"> <li>• engage in efforts to promote sustainable changes in service delivery, strive to improve the quality of social services, work to alleviate disparities in the access and utilization of services as well as the disproportionate representation of persons of color in systems of care; and</li> <li>• recognize and develop understanding of local-global context of practice.</li> </ul>
<p><b>2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b> Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>	<p><b>A. ENGAGEMENT</b></p>
	<ul style="list-style-type: none"> <li>• effectively prepare for engagement with individuals, families, groups, organizations, and communities in the context of diverse and multidisciplinary settings;</li> </ul>
	<ul style="list-style-type: none"> <li>• use listening, empathy and other interpersonal skills to establish respectful rapport and engagement with diverse populations in diverse contexts;</li> </ul>
	<ul style="list-style-type: none"> <li>• develop a mutually agreed-on focus of work and desired outcomes with clients/constituents; and</li> </ul>
	<ul style="list-style-type: none"> <li>• affirm and engage the strengths of individuals, families, organizations &amp; communities.</li> </ul>
	<p><b>B. ASSESSMENT</b></p>
	<ul style="list-style-type: none"> <li>• collect, organize, and interpret client/constituent/system data;</li> </ul>
	<ul style="list-style-type: none"> <li>• assess client/constituent/system strengths, stressors, and limitations; and</li> </ul>
	<ul style="list-style-type: none"> <li>• identify and select appropriate and culturally responsive intervention strategies.</li> </ul>
	<p><b>C. INTERVENTION</b></p>
	<ul style="list-style-type: none"> <li>• initiate actions to achieve client/constituent/organizational goals;</li> </ul>
	<ul style="list-style-type: none"> <li>• implement prevention interventions that enhance client/constituent capacities;</li> </ul>
	<ul style="list-style-type: none"> <li>• help and empower clients/constituents to resolve problems;</li> </ul>
	<ul style="list-style-type: none"> <li>• negotiate, mediate, and advocate for clients; and</li> </ul>
	<ul style="list-style-type: none"> <li>• facilitate transitions and endings.</li> </ul>
	<p><b>D. EVALUATION</b></p>
	<ul style="list-style-type: none"> <li>• critically analyze, monitor, and evaluate interventions.</li> </ul>

**Appendix (B)****UNIVERSITY OF PENNSYLVANIA  
SCHOOL OF SOCIAL POLICY & PRACTICE  
MSW PROGRAM****Criminal Justice Polices: Implications for Social Work  
Practice****Fall 2013****Instructor: Kirk A. James****Office: TBD****E-mail: [kirkjam@sp2.upenn.edu](mailto:kirkjam@sp2.upenn.edu)****Office hours: TBD****I. COURSE PURPOSE**

There are more than 2 million people incarcerated today in the United States. There are over 7 million people under the auspice of parole, probation and other forms of community supervision. Women are the fastest growing prison population. Over 2 million children have a parent in prison. The plethora of problems associated with this period some have aptly titled “Mass Incarceration”, has greatly exacerbated the challenges facing social workers in there pursuit of social justice.

This course provides a critical analysis of the criminal justice system in the United States historically. It examines the implications of varying criminal justice and social policies such as the Rockefeller Drug Laws, 3-Strike Legislations, and Mandatory Minimums on the current state of incarceration, and the phenomena of “Recidivism”. The course is intended to facilitate a more informed/holistic practice for MSW students working directly or indirectly within the varying intersections of criminal justice and social work practice (and by extension advocacy and policy). Thus this course intends to uphold social work values such as the dignity and self worth of persons, human rights and social justice for all irrespective to their societal status.

**II. EDUCATIONAL OBJECTIVES**

By the end of the semester the student should be able to demonstrate a comprehensive understanding of the criminal justice system in the United States, inclusive of its varying intersections with social work practice. The student should also be able to recognize incongruities within criminal justice policy or practice to that of the professional values of the social work profession. By the end of the semester the student will have demonstrated:

1. An understanding of the historical development of the criminal justice system in the United States
2. An understanding of the legal and procedural auspices associated with the criminal justice system
3. The ability to critically evaluate policies and practices associated with the criminal justice system in relation to social work values.
4. An understanding of the impact of mass incarceration (and reentry) as it pertains to race, class, socioeconomics and gender.
5. An understanding of the varying intersections of social work and mass incarceration
6. The ability to articulate and advocate for socially just criminal justice policies and practices in line with social work values and ethics.

### III. COURSE REQUIREMENTS

**A. EXPECTATIONS OF STUDENTS:** It is expected that students will work in collaboration with the instructor to create a safe learning environment that promotes critical thought. **Absolutely no texting, phone calls or surfing the web during class.**

**B. ATTENDANCE POLICY:** Missing more than two classes could result in failure of the course. Please be sure to communicate in a timely manner any planned or unexpected absences.

### C. CRITERIA FOR EVALUATING YOUR WORK

1) All papers should be written in APA 6<sup>th</sup> edition, be of publishable quality, adhere to the paper requirements, demonstrate conceptual clarity while integrating critical thought, theory and appropriate reflective use of self.

### D. GRADING BREAKDOWN

Reflection Paper	25%
Agency Paper	25%
Group Assignment	25%
Class participation	25%

### E. REWRITING OF PAPERS POLICY

Papers that are poorly written will be returned without a grade. Student will be consulted and instructed to rewrite the paper. Once the paper is rewritten and meets the requirements, the paper will be graded with (A-) being the highest grade that can be achieved.

### F. LATE PAPER POLICY

To avoid incurring a deduction on your paper, please speak with your professor in advance to discuss an extension.

## G. ACADEMIC INTEGRITY

It is expected that all students in the class will uphold the university policy on academic integrity. Cheating of any kind will not be tolerated.

## H. TEXTBOOKS:

Bloomberg, T., & Lucken, K. (2010). *American penology: A history of control*. New Brunswick: AldineTransaction, Transaction publishers.

Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: New Press

**I. ASSIGNED READINGS:** Assigned readings are from textbooks and professional journals.

The non-textbook readings are available on Blackboard.

## J. ASSIGNMENTS:

**Weekly Class Room Reading Assignments:** Beginning the first day of class, we will divide into small groups with each group presenting on the weekly assigned readings. The presentation should not only critically analyze/summarize and critique the assigned reading, but it should also include at least 5 thought provoking questions elicited from the readings that will be presented to the class for discussion. These questions must be shared with the class via email at least 2 days prior to the class meeting. A summary of the readings should be shared via email (or blackboard) at the conclusion of the class. The last 30 minutes of the class will then be utilized for group lead discussions.

In addition to the weekly questions, group leaders may also present for discussion a newspaper/magazine article, or any other type of media (YouTube video etc.) that pertains to the criminal justice system with implications for social work practice.

**Research Paper (due week 5):** You will research a political legislation (not covered in class and approved by the professor) such as The Death Penalty, any Juvenile Justice Policies etc., which have impacted/influenced the criminal justice system in the United States. You will then write a paper (5-7pages) answering the questions below:

- A. Describe the legislation inclusive of the social/political conditions that contributed to its passage.
- B. What (if any was) the opposition to the legislation
- C. Who promoted it?
- D. What was the impact of this legislation? (Social, politically etc.)
- E. Reflective summary (what did you learn or gain from this assignment? How does it impact your practice, or social work practice as a whole?)

**Agency Paper (due week 8):** Identify an agency of your choice that works with a criminal justice population. See what information can be gathered online (via agency website) or through promotional material. Once completed, arrange a meeting (phone is ok) with an administrator to answer questions (A-D) below. Complete the paper by answering question (E) once all the other questions are answered.

- A. Describe the agency and its mission (inclusive of its history and funding source)
- B. Describe the population(s) that the agency serves. Describe the services offered.
- C. What mechanisms do said agency use to evaluate services
- D. Ask the administrator to describe specific programs in the agency that he or she believes best serves its clients. Ask them to also tell you in their opinion what further services are needed.
- E. Use the information you have gathered to make a case for or against the agency, paying particular attention to its adherence to its mission statement, and social work values and ethics. If you feel change is needed in the agency, outline a plan of action including potential barriers to implementation.

**Group Assignment/Class Presentation (date to TBD):** The class will be divided into groups (will vary according to amount of students and interests). Each group will then present on an area of interest (be it policy or practice) and its intersection with mass incarceration. Topics could range from homelessness, mental health and substance abuse to name a few. Each group will be given 30 minutes to present. Presentations will start at week 13 and conclude on week 14. Your presentation should in theory answer the questions below:

- A. Give a brief historical background on the problem/area of interest
- B. What has been the response of social work
- C. Show the intersection to mass incarceration
- D. What are the social work implications if any? (Specifically as it pertains to practice)
- E. What (if any) clinical interventions are currently being utilized

### **SCHEDULE OF WEEKLY CLASS TOPICS AND READINGS**

T = assigned texts, B = Blackboard.

#### ***WEEK #1 – Introduction***

##### **Public Punishment in Colonial America (1600-1790)**

- Expectations, requirements and overview of course content
- Social work and social justice
- Deconstructing our beliefs about prison
- Early America and the concept of crime as sin
- Punishment

#### **Readings**



- (T) Bloomberg/Lucken pp. 11-22
- (B) Greenburg, D (1982). Crime, Law Enforcement, and Social Control in Colonial America. *The American Journal of Legal History*, Vol. 26, No. 4 pp. 293-325
- (B) Wakefield, J. C. (1988). Psychotherapy, distributive justice, and social work: Part 1: Distributive justice as a conceptual framework for social work. *The Social Service Review*, 187-210.

## *WEEK #2 – Birth of Criminal Justice in the United States*

### **A Period of Transition (1790-1830)**

- Post-Revolution America
- Penal Code Reform
- Crime as Reasoned Behavior

#### **Readings**

- (T) Bloomberg/Lucken pp. 25-40
- (B) Meskell, M (1999). An American Resolution: The History of Prisons in the United States from 1777 to 187. *Stanford Law Review*, Vol. 51, No. 4, pp. 839-865

## *WEEK #3 – Age of the Penitentiary*

### **Birth of Prisons 1830-1870**

- Deterrence Vs. Punishment
- Auburn and Pennsylvania
- Southern Justice- A Crime of Color

#### **Readings**

- (T) Bloomberg/Lucken pp. 41-59
- (B) Finkelman, P. (1993) The Crime of Color. *Tulane Law Review*, 2063-2112

## *WEEK #4 – The Reform Era*

### **Enlightened 1880-1920**

- Progressivism and Reform
- Parole and Probation

#### **Readings**

- (T) Bloomberg/Lucken pp. 61-83

- (B) Zimmerman, J (1951). The Penal Reform Movement in the South During the Progressive Era, 1890- 1917. *The Journal of Southern History*, Vol. 17, No. 4 pp. 462-492

### *WEEK #5 – Microcosm of the Times*

#### **Prison Rights (1920-1970)**

- Tumultuous Times
- Politicization of Prisoners

#### **Readings**

- (T) Bloomberg/Lucken 141-162
- (B) Pallas, J., & Barber, B. (1973). From riot to revolution. *Issues in Criminology*, 7(2). Pp. 236-261

### *WEEK #6 – The Massacre*

#### **Revolution (1970's Continued)**

- George Jackson
- San Quentin and Attica
- Americas Look Within
- Reform

#### **Readings**

- (B) Bernstein, L. (2007). The Age of Jackson: George Jackson and the Culture of American Prisons in the 1970s. *The Journal of American Culture*, 30(3), 310-323.
- (B) Weiss, R. P. (1991). Introduction: Attica: The "Bitter Lessons" Forgotten?. *Social Justice*, 18(3 (45)), 1-12.
- (B) Weiss, R. P. (1991). The order of Attica. *Social Justice*, 18(3 (45)), 35-47.

### *WEEK #7 – Reductionism*

#### **Progress is Lost (1970-1980's)**

- Neo-conservative ideology
- Tough-On Crime
- Public Perception

#### **Readings**

- (T) Alexander. Chapter 1(The Rebirth of Caste) and 2 (The Lockdown)
- (B) Benjamin, G., & Rappaport, S. P. (1974). Attica and prison reform. *Proceedings of the Academy of political science*, 200-213.

### *WEEK #8 – Tough On Crime*

**Lock Them Up (1980's-1990's)**

- Reverse Course
- Rockefeller Drug Laws
- Loss of Judicial discretion

**Readings**

- (T) Alexander. Chapter 3 (The Color of Justice)
- (T) Bloomberg/Lucken. Pp.179-203
- (B) Drucker, E. (2002). Population Impact of Mass Incarceration under New York's Rockefeller Drug Laws: an Analysis of Years of Life Lost. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*. 434-437

***WEEK #9 – Mass Incarceration*****The Growth of Incarceration (1990's to 2000's)**

- Current State of Incarceration
- Correlation to Crime Rate
- Worlds Warden

**Readings**

- (T) Alexander. Chapter 4 (The Cruel Hand)
- (T) Bloomberg/Lucken. Pp.179-203
- (B) Marie Gottschalk (2008). Hiding in Plain Sight: American Politics and the Carceral State. *Annual Review of Political Science*. Vol. 11: 235-260

***WEEK #10 – Creating a New Underclass*****Incarcerating Our Social Ills (2000's to Current)**

- Marginalizing the Marginalized
- Penal System as a surrogate system

**Readings**

- (T) Alexander. Chapter 5 (The New Jim Crow)
- (T) Bloomberg/Lucken. pp.207-233

***WEEK #11 – The Revolving Door*****Recidivism (Historical)**

- A failed system?
- Challenges post-release
- Exploring new pathways

Readings

- (B) Uggen, C., Manza, J. & Behrens, A. (2004). “Less than average citizen”: Stigma, role transition and the civic reintegration of convicted felons. *Annals of American Academy of Political and Social Science*, 605, 281-310.
- (B) Schnittker, J. & John, A. (2007). Enduring stigma: The long-term effects of incarceration on health. *Journal of Healthy and Social Behavior*, 48, 115-130
- (B) Pager, Western & Sugie. (2009). Sequencing Disadvantage: Barriers to Employment Facing Youth. *ANNALS, AAPSS*. Pp.195-212

**WEEK #12 – Implications of Mass Incarceration**Impact of mass incarceration (Current)

- Socially
- Economically
- Politically

Readings

- (T) Alexander. Chapter 6 (The Fire This Time)
- (B) Roberts, D. E. (2004). The social and moral cost of mass incarceration in African American communities. *Stanford Law Review*, 1271-1305.

**WEEK #13 – A History of Conundrums**Social Work and Criminal Justice (Historical)

- A historical perspective
- Intersectionality
- Competency in practice and policy

Readings

- (B) Ohlin, L. E., Piven, H., & Pappenfort, D. (1956). Major dilemmas of the social worker in probation and parole. *National Probation and Parole Association Journal*, 2(3), 211-25.
- (B) Roberts & Brownell (1999). A Century of Forensic Social Work: Bridging the Past to the Present pp.359-368
- (B) Reamer, F.G. (2004). Social work and criminal justice: the uneasy alliance. *Journal of Religion & Spirituality in Social Work*, 23(1/2), 213-231

**WEEK #14 – Changing the paradigm**

**Tools for change: Informed Practice and Policy**

- Changing paradigms through research
- Informed (evidence base) practice and policy
- Becoming more competent Social Workers

**Readings**

- (B) Donohue, J., & Siegleman, P. (1998). Allocating resources among prisons and social programs in the battle against crime. *The Journal of Legal Studies*, 27(1). 1-44
- (B) Wexler, H. K., Lurigio, A. J., & Rodriguez, P. F. (2011). Reforming the Criminal Justice System in the United States Issues and Recommendations. *The Prison Journal*, 91(3 suppl), 1S-11S.
- (B) Thyer, B. Myers, L. The quest for evidence-based practice: A view from the United States. *Journal of Social Work*. January 2011. Vol.11, no 1, 8-25
- (B) Van Wormer, K. (2003). Restorative justice: a model for social work practice with families. *Families in Society*, 84(3), 441-448.
- (B) Thyer, B. Myers, L. The quest for evidence-based practice: A view from the United States. *Journal of Social Work*. January 2011. Vol.11, no 1, 8-25

**Appendix (C)**

Holistic Clinical Practice in an Era of Mass Incarceration

**UNIVERSITY OF PENNSYLVANIA  
SCHOOL OF SOCIAL POLICY & PRACTICE  
MSW PROGRAM**

**Holistic Clinical Practice in an Era of Mass Incarceration  
Spring 2014**

**Instructor: Kirk a James**

**Office: TBA**

**E-mail: [kirkjam@sp2.upenn.edu](mailto:kirkjam@sp2.upenn.edu)**

**Office hours: TBA**

**I. COURSE PURPOSE**

This course provides MSW students with greater understanding of the inherent challenges of working directly or indirectly with the criminal justice system. It provides a basic foundation of navigating the incongruities present with social work values and that of the criminal justice system. It is intended to guide knowledge, skills, and values to facilitate holistic practice for social workers working with people in prison, people transitioning from prison, their families, and those working within reentry organizations or private practice.

**II. EDUCATIONAL OBJECTIVES**

By the end of the semester the student should be able to understand the interpersonal, intrapersonal and systemic barriers of working directly or indirectly with the criminal justice system. The student should have the ability to critically analyze incongruities within practice (and to some extent policy), and to thus advocate ensuring that social work values are maintained. At the conclusion of the semester the students will have demonstrated:

1. Advanced understanding of the impact of mass incarceration and social work practice
2. Increased self-awareness as it pertains to working as a change agent with individuals and systems
3. An understanding of the inherent challenges of practice in authoritarian settings, and ways of practicing and maintaining social work values in such settings

4. Advanced understanding of the various clinical and systemic factors that contribute and perpetuate mass incarceration
5. Understanding of the various strategies and interventions that have been successful with the criminal justice/reentry population.
6. Increased ability to research, utilize and critically evaluate evidence based practices as it pertains to the criminal justice system
7. The ability to practice and uphold social work values with increased awareness of interacting variables such as race, power, privilege, class, socioeconomics and gender.

### III. COURSE REQUIREMENTS

**A. EXPECTATIONS OF STUDENTS:** It is expected that students will work in collaboration with the instructor to create a safe learning environment that promotes critical thought. **Absolutely no texting, phone calls or surfing the web during class.**

**B. ATTENDANCE POLICY:** Missing more than two classes could result in failure of the course. Please be sure to communicate in a timely manner any planned or unexpected absences.

### C. CRITERIA FOR EVALUATING YOUR WORK

1) All papers should be written in APA 6<sup>th</sup> edition, be of publishable quality, adhere to the paper requirements, demonstrate conceptual clarity while integrating critical thought, theory and appropriate reflective use of self.

### D. GRADING BREAKDOWN

Reflection Paper	25%
Agency Paper	25%
Group Assignment	25%
Class participation	25%

### E. REWRITING OF PAPERS POLICY

Papers that are poorly written will be returned without a grade. Student will be consulted and instructed to rewrite the paper. Once the paper is rewritten and meets the requirements, the paper will be graded with (A-) being the highest grade that can be achieved.

### F. LATE PAPER POLICY

To avoid incurring a deduction on your paper, please speak with your professor in advance to discuss an extension.

## G. ACADEMIC INTEGRITY

It is expected that all students in the class will uphold the university policy on academic integrity. Cheating of any kind will not be tolerated.

## H. ASSIGNED READINGS: professional journals.

The readings are available on Blackboard.

## I. ASSIGNMENTS:

**Weekly Class Room Reading Assignments:** Beginning the first day of class, we will divide into small groups with each group presenting on the weekly assigned readings. The presentation should not only summarize the assigned reading, but it should also include at least 2 thought provoking questions elicited from the readings that will be presented to the class for discussion. These questions must be shared with the class via email at least 2 days prior to the class meeting. A summary of the readings should be shared via email (or blackboard) at the conclusion of the class. The last 30 minutes of the class will then be utilized for group lead discussions.

In addition, a newspaper/magazine article (or short YouTube video no more than 10 minutes) pertaining to criminal justice may be presented for discussion. The discussion should focus on the message and potential impact to social work practice.

### 1. Reflection Paper (7- pages): This paper will consist of 5 parts:

- A. Review a local (recent) newspaper article in your community that is crime related. Describe in your opinion how the accused or convicted individuals are portrayed.
- B. Briefly describe your views (preferably prior to the class) on prison, prisoners and any real or perceived challenges to practice with the prison or reentry population.
- C. Interview a fellow Sp2 colleague using the same questions from above.
- D. Describe (in your opinion) in detail how these viewpoints were developed (meaning, family socialization, school, friends, media etc.), and are they congruent with social work values and ethics?
- E. What measures do you believe (if any) need to be introduced in school and agency settings to ensure greater reflection as it pertains to preconceived notions and beliefs, specifically regarding the criminal justice population?

**2. Agency Paper (7-10 pages):** Identify an agency of your choice that works with a criminal justice population. Contact an administrator identifying your-self as a SP2 student looking to conduct an interview with a social worker working directly with clients. Once permission is granted, set up an interview date/time. This should be done as early in advance as possible.



- A. Describe the agency and its mission (1/2 page)
- B. Describe the population(s) that the agency serves. What kinds of services are offered? (1 page)
- C. What influenced the social worker to work with the criminal justice/reentry population? How long have they worked with the population?
- D. What have been some of the highlights and challenges thus far?
- E. Do they feel the agency maintains social work values and ethics?
- F. What do they feel could be done to improve social work practice within the agency?
- G. What would they advise for a new social worker coming into the field of criminal justice reentry?

**3. Group Research/Intervention Paper/Presentation:** There will be two choices for this paper/presentation.

- Explore a specific subset of the criminal justice system. Examples could be juvenile justice population, LGBTQ individuals, women, sex offenders, victims/survivors of violence, elderly, disabled, individuals facing substance abuse or mental health issues etc. Do current policies serve this population inside and outside of prison? What are the implications for practice when working with this population for social workers and other service providers?
- Class will be divided into groups. Each group will research a relatively new evidence base intervention (DBT, CBT etc. not covered in class) that has been introduced to the criminal justice/reentry population (The professor must approve topic). Answer the following Questions:
  - F. What problem does the intervention seek to address?
  - G. Describe the methodology inclusive of setting where the research was carried out
  - H. What if any were the challenges to implementation? How replicable is the research in similar settings?
  - I. What assumptions about the problem does the intervention make?
  - J. In what ways does the search challenge or uphold social work values and ethics, specifically that of social justice?
  - K. What are the future implications?

### **SCHEDULE OF WEEKLY CLASS TOPICS AND READINGS**

**B** = Blackboard.

No Book Assigned

## WEEK #1 – INTRODUCTION

### Introduction

- Expectations
- Overview of the course
- Ethics, Competence and Social Justice
- History of Social Work and Prisons

### Reading

- Haney, C., & Zimbardo, P. (1998). The past and future of US prison policy: Twenty-five years after the Stanford Prison Experiment. *American Psychologist*, 53(7), 709.
- Reamer, F.G. (2004). Social work and criminal justice: the uneasy alliance. *Journal of Religion & Spirituality in Social Work*, 23(1/2), 213-231
- Cnaan, R. A., Draine, J., Frazier, B., & Sinha, J. W. (2008). Ex-prisoners' re-entry: An emerging frontier and a social work challenge. *Journal of Policy Practice*, 7(2-3), 178-198.
- Garrett, P. (2010). Examining the 'conservative revolution': neoliberalism and social work education. *Social Work Education*, 29(4), 340-355.
- Review NASW core values and ethical behaviors which can be found on the NASW website.

### Suggested:

- Lowe, L. A., & Bohon, S. A. (2008). Specialized social work education: the case for social work with offenders. *Families In Society*, 89(2), 293.
- Van Wormer, K. (2006). The case for restorative justice. *Journal of Teaching in Social Work*, 26(3-4), 57-69.

## WEEK #2 – A HISTORY OF THE PRESENT

### Mass Incarceration

- A Brief Review
- Current State of Incarceration
- Direct & Collateral Consequences

### Readings

- Wacquant, L. (2001). Deadly Symbiosis: When Ghetto and Prison Meet and Mesh. *Punishment & Society*, Vol 3, 95-133
- Brownell, P., & Roberts, A. R. (2002). A century of social work in criminal justice and correctional settings. *Journal of Offender Rehabilitation*, 35(2), 1-17.
- Wacquant, L. (2002). The curious eclipse of prison ethnography in the age of mass incarceration. *Ethnography*, 3(4), 371-397.

Suggested:

- Herbert, S. (2001). Policing the contemporary city: fixing broken windows or shoring up neo-liberalism?. *Theoretical Criminology*, 5(4), 445-466.
- Karlan, P. S. (2003). Convictions and Doubts: Retribution, Representation, and the Debate over Felon Disenfranchisement. *Stan. L. Rev.*, 56, 1147-1175

**WEEK #3 – COMPETENCY IN PRACTICE**

Addressing Race, Power and Privilege in Practice

- Cultural Competency
- Reflexivity
- Transference and Countertransference
- Supervision as a tool for process and growth

Readings

- Heron. (2005). Self-reflection in critical social work practice: subjectivity and the possibilities of resistance. *Reflective Practice: International and Multidisciplinary Perspectives*. Volume, Issue 3, pp.341-351
- Lyles-Chockley, A. (2008). Transitions to Justice: Prisoner Reentry as an Opportunity to Confront the Counteract Racism. *Hastings Race & Poverty LJ*, 6, 259.
- Lippke, R. L. (2002). Toward a theory of prisoners' rights. *Ratio Juris*, 15(2), 122-145.
- Leary, K. (1997). Race, self-disclosure, and “forbidden talk”: race and ethnicity in contemporary clinical practice. *Psychoanalytic Quarterly* LXVI: 163-189

Suggested:

- Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education, 46 (2), 24-261
- Foster, R. P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work Journal*, 26(3), 253-270.

## WEEK #4 – PRACTICE IN AUTHORITARIAN SETTINGS

### Conflicting Paradigms

- Dean Pray
- Changing the paradigm through EBP
- Structural And Strength Base Approaches

### Readings

- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, Vol 41(3), 296-305.
- Breton, M. (1994). On the meaning of empowerment and empowerment-oriented social work practice. *Social Work with Groups*, 17(3), 23-37.
- Ward, T., & Birgden, A. (2007). Human rights and correctional clinical practice. *Aggression and Violent Behavior*, 12(6), 628-643.
- Pollack, S. (2004). Anti-oppressive Social Work Practice with Women in Prison: Discursive Reconstructions and Alternative Practices. *The British Journal of Social Work*. 34(5), 693-707

### Suggested:

- Danzer, G. S. (2011). From Ego Psychology to Strengths, From Victim to Survivor. *Journal of Aggression, Maltreatment & Trauma*, 20(2), 175-198.
- Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice*, 15(1), 52-61.
- Finn, J. L., & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57-78.
- Murna, S & LeBel, T. (2003). Welcome Home? Examining the “Reentry Court” Concept from a Strengths-based perspective. *Western Criminology Review*. 4(2), 91-107
- Ward, T., & Salmon, K. (2009). The ethics of punishment: Correctional practice implications. *Aggression and violent behavior*, 14(4), 239-247.
- Glaser, B. (2002). Therapeutic jurisprudence: An ethical paradigm for therapists in sex offender treatment programs. *W. Criminology Rev.*, 4, 143-169

## WEEK #5 – INTERSECTIONS

### Impact of Mass Incarceration on Social Work Practice

- Homelessness

- Mental Health
- Substance Abuse
- Poverty
- Practice with families
- Challenges to practice

### **Readings**

- Roman, C. G. (2004). A roof is not enough: Successful prisoner reintegration requires experimentation and collaboration. *Criminology & Public Policy*, 3(2), 161-168.
- Cuomo, C., Sarchiapone, M., Di Giannantonio, M., Mancini, M., & Roy, A. (2008). Aggression, impulsivity, personality traits, and childhood trauma of prisoners with substance abuse and addiction. *The American journal of drug and alcohol abuse*, 34(3), 339-345.
- Kupers, T. A. (2005). Toxic masculinity as a barrier to mental health treatment in prison. *J. Clin. Psychol.*, 61: 713–724.
- Wacquant, L. (2001). The penalisation of poverty and the rise of neo-liberalism. *European Journal on Criminal Policy and Research*, 9(4), 401-412.

### **Suggested**

- Hagan, J and Dinovitzer, R. (1999). Collateral Consequences of Imprisonment for Children, Communities, and Prisoners. *Crime and Justice*, Vol. 26, pp. 121-162
- Bilchik, S., C. Seymour, and K. Kreisher (2001). "Parents in prison." *Corrections Today*, 63 (7), 108-111.

## **WEEK #6 – ASSESMENT**

### **Creating Safe Space In Prisons**

- Assessment
- Socratic Method
- Empathy and Validation
- Empowering Language

### **Readings**

- Mazza, (2008). Within these walls. The effects of environment on social work practice in prisons. *Practice: Social Work in Action*, 20, 251-264
- Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133.

- Bridges, G. S., & Steen, S. (1998). Racial disparities in official assessments of juvenile offenders: Attributional stereotypes as mediating mechanisms. *American Sociological Review*, 554-570.
- Austin, J. (2006) How Much Risk Can We Take? The Misuse of Risk Assessment in Corrections. *Federal Probation*, 70 (2), 58-63

**Suggested:**

- Rodwell, K. (1987). Naturalistic Inquiry: An Alternative Model for Social Work Assessment. *Social Service Review*. The University of Chicago Press. 231-246
- Graybeal, C. (2001). Strengths Based social work assessment: Transforming the dominant paradigm. *Families in Society*. 82 (3), 233-242

**WEEK #7 – ROADBLOCKS**

**Challenges to Successful Reentry**

- Working with Former Prisoners
- Fear of Success-Self Fulfilling Prophecy
- Challenges Exacerbated
- Perception

**Readings**

- Draine, J., Wolff, N., Jacoby, J. E., Hartwell, S. and Duclos, C. (2005), Understanding community re-entry of former prisoners with mental illness: a conceptual model to guide new research. *Behav. Sci. Law*, 23: 689–707.
- Haney, C. (2001). The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment. U.S. Department of Health and Human Services The Urban Institute. 1-19
- King, A., (1993). “The Impact of Incarceration on African American Families: Implications for Practice,” *Families in Society: The Journal of Contemporary Human Services*, 74, 145-153
- Thomas P. LeBel (2011). If One Doesn’t Get You Another One Will: Formerly Incarcerated Persons’ Perceptions of Discrimination. *The Prison Journal*, 92: 63-87

**Suggested:**

- Shinkfield, A. J., & Graffam, J. (2009). Community reintegration of ex-prisoners type and degree of change in variables influencing successful reintegration. *International journal of offender therapy and comparative criminology*, 53(1), 29-42.

- Lukies, J., Graffam, J., & Shinkfield, A. J. (2011). The effect of organizational context variables on employer attitudes toward employability of ex-offenders. *International journal of offender therapy and comparative criminology*, 55(3), 460-475.
- Gunnison, E., & Helfgott, J. B. (2011). Factors that hinder offender reentry success: A view from community corrections officers. *International Journal of Offender Therapy and Comparative Criminology*, 55(2), 287-304.

## WEEK #8 – INCARERATED FAMILIES

### Impact of Incarceration on the Family

- Children
- Family Structures
- Women (raising rates of incarceration)

### Readings

- Mazza, C. (2002). And then the world fell apart: The children of incarcerated fathers. *Families in Society*, 83, 521-529
- Hagan, J., & Dinovitzer, R. (1999). Collateral consequences of imprisonment for children, communities, and prisoners. *Crime and Justice*, 121-162.
- Perkins-Dock, R. E. (2001). Family interventions with incarcerated youth: A review of the literature. *International Journal of Offender Therapy and Comparative Criminology*, 45(5), 606-625
- Visher, A., Travis, J. (2011). Life on the Outside: Returning Home after Incarceration. *The Prison Journal*, vol.91, no.3. 102s-119s

### Suggested:

- Greene, S., Haney, C., and Hurtado, A., (2000). "Cycles of Pain: Risk Factors in the Lives of Incarcerated Women and Their Children," *Prison Journal*, 80, 3-23
- Jose-Kampfner, C., (1990). "Coming to Terms with Existential Death: An Analysis of Women's Adaptation to Life in Prison," *Social Justice*, 17, 110-125

## WEEK #9 – TRAUMA

### A Complex Lens

- Consequences of poverty and mass incarceration
- Psychological effects on the Family/Individual
- Developmental and Attachment Perspectives
- Manifestation of Self-Destructive Behaviors

- PTSD

### **Readings**

- Mazza, C. (2004). A pound of flesh: The psychological, familial and social consequences of mandatory long term sentencing laws for drug offenses. *Journal of Social Work Practice in the Addictions*, 44, 65-81
- Fonagy, P. (1999). Male perpetrators of violence against women: An attachment theory perspective. *Journal of Applied Psychoanalytic Studies*, 1(1), 7-27.
- Carlson, B. E., Shafer, M. S., & Duffee, D. E. (2010). Traumatic histories and stressful life events of incarcerated parents II: Gender and ethnic differences in substance abuse and service needs. *The Prison Journal*, 90(4), 494-515.
- Nena Messina and Christine Grella (2006). Childhood Trauma and Women's Health Outcomes in a California Prison Population. *American Journal of Public Health*: Vol. 96, No. 10, pp. 1842-1848.

### **Suggested:**

- Gibson, L. E., Holt, J. C., Fondacaro, K. M., Tang, T. S., Powell, T. A., & Turbitt, E. L. (1999). An examination of antecedent traumas and psychiatric comorbidity among male inmates with PTSD. *Journal of Traumatic Stress*, 12(3), 473-484.
- Kupers, T. A. (1996), Trauma and its sequelae in male prisoners: Effects of Confinement, Overcrowding, and Diminished Services. *American Journal of Orthopsychiatry*, 66: 189-196.
- Pearlman, L. A., & Courtois, C. A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. *Journal of Traumatic Stress*, 18, 449-460.
- Kubiak, S. P. (2004). The effects of PTSD on treatment adherence, drug relapse, and criminal recidivism in a sample of incarcerated men and women. *Research on Social Work Practice*, 14(6), 424-433.

## **WEEK #10 – MOTIVATIONAL INTERVIEWING**

### **Working With Resistance**

- Stages of Change

### **Readings**



- Alexander, M., VanBenschoten, S. W., & Walters, S. T. (2008). Motivational interviewing training in criminal justice: Development of a model plan. *Fed. Probation*, 72, 61-68.
- McMurran, M. (2009). Motivational interviewing with offenders: A systematic review. *Legal and criminological Psychology*, 14(1), 83-100.
- Anstiss, B., Polaschek, D. L., & Wilson, M. (2011). A brief motivational interviewing intervention with prisoners: when you lead a horse to water, can it drink for itself?. *Psychology, Crime & Law*, 17(8), 689-710.
- Mann, R. E., & Rollnick, S. (1996). Clinical Section Motivational Interviewing With a Sex Offender Who Believed He Was Innocent. *Behavioural and cognitive psychotherapy*, 24, 127-134.

## WEEK #11 – NARRATIVE THERAPY

### Reframing to Reshape

- Turning negatives into a positive

### Readings

- Mahoney, A.M. & Daniel, CA. (2006). Bridging the Power Gap: Narrative Therapy with Incarcerated Women. *The Prison Journal*, 86(1), 75-88.
- Allicia, E & Wilson, J. (2010). Life Story Work and Social Work Practice: A Case Study With Ex-Prisoners Labeled as Having an Intellectual Disability. *Australian Social Work*, 63, 1, 67-82
- McKendy, J. (2006). 'I'm very careful about that': narrative and agency of men in prison. *Discourse Society*. vol. 17 no. 4 473-502

### Suggested:

- Brookman, F., Copes, A & Hochstetler, A. (2011). Street Codes as Formula Stories: How Inmates Recount Violence. *Journal of Contemporary Ethnography*. 40, 4, 397-424

## WEEK #12 – Behavioral Theories

### CBT/DBT

- Providing Tools for a new path through mindfulness

### Readings

- Wilson, D. B., Bouffard, L. A., & Mackenzie, D. L. (2005). A quantitative review of structured, group-oriented, cognitive-behavioral programs for offenders. *Criminal Justice and Behavior*, 32(2), 172-204.

- Bowen, S., Witkiewitz, K., Dillworth, T. M., Chawla, N., Simpson, T. L., Ostafin, B. D., ... & Marlatt, G. A. (2006). Mindfulness meditation and substance use in an incarcerated population. *Psychology of Addictive Behaviors*, 20(3), 343-347.
- Nee, C., & Farman, S. (2007). Dialectical behavior therapy as a treatment for borderline personality disorder in prisons: Three illustrative case studies. *The Journal of Forensic Psychiatry & Psychology*, 18(2), 160-180.

**Suggested:**

- Maruna, S. and Mann, R. E. (2006), A fundamental attribution error? Rethinking cognitive distortions. *Legal and Criminological Psychology*, 11: 155–177.
- Burraston, B. O., Cherrington, D. J., & Bahr, S. J. (2012). Reducing Juvenile Recidivism With Cognitive Training and a Cell Phone Follow-Up. *International Journal of Offender Therapy and Comparative Criminology*, 56(1), 61-80.

### **WEEK #13 – TERMINATION**

**Empowering Vs. Enabling**

- Attachment Patterns
- Minimize Negative Effects
- Group Presentations

**Readings**

- Fortune, A.E., (1987). Grief Only? Client and social worker reactions to termination. *Clinical Social Work Journal*. Volume 15, Number 2 (1987), 159-171
- Siebold, C. (2007). Everytime we say Goodbye: Forced Termination Revisited, a Commentary. *Clinical Social Work Journal*, 35 (2), 91-95.
- Zilberstein, K. (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal*, 36: 301-311.

**Suggested:**

- Gelman, Caroline R. (2009) MSW Students' Experience with Termination: Implications and Suggestions for Classroom and Field Instruction. *Journal of Teaching in Social Work* 29(2). 169-187
- Siebold, C. (1991). Termination: When the therapist leaves. *Clinical Social Work Journal*, 19(2), 191-204.

### **WEEK #14 – THE ROAD TO COMPETENCY**

**Tools for change: Informed Practice and Policy**

- Changing paradigms through research
- Evidence base practice and policy
- Becoming more competent Social Workers
- Summing up
- Group Presentations

## Appendix (D)

### The Goldring Reentry Initiative

#### Program Description

Program Origin and Impetus: The rationale of the program stems from the current state of incarceration in the United States. Currently more people are incarcerated in the United States than at any point in our history. More than 2.3 million people are imprisoned; almost another 5 million are under the supervision of Parole or Probation. The percentage of incarcerated women has risen exponentially, almost 700% in the last 10 years. In an era of evidence based practice, this system has continued to thrive even though 2/3 of the almost 700,000 people released annually return to prison within 3 years. These numbers while only the tip of the iceberg represent the punitive and often times draconian approach in dealing with crime.

Social work, more than any helping profession works directly and indirectly with the varying intersections (homelessness, mental health, substance abuse, poverty etc.) of the criminal justice system. However, The Counsel of Social Work Education reports from its annual (2010) survey/census of accredited schools of social work that less than 20% of MSW programs offer educational opportunities in the criminal justice milieu. With the myriad of variables contributing to incarceration, it would not be unreasonable to postulate that most social workers may lack the basic competency to work with said population.

Program Overview and Design: The organizational structure of the criminal justice system is such that a different set of people work with individuals during their incarceration period and then after their release. The logic is that the prison's personnel care for the prisoners' safety and wellbeing while inside, and then community-based parole officers and other social service professionals care for the same individuals in the community. The problem is that there is no continuity between the systems, and individuals often fall beneath in the cracks as indicated by high levels of recidivism.

In our current model, social work interns work with prisoners three months pre-release and then will follow them into the community three months post-release. This continuity of care would enable the social work interns to ensure that discharge plans made in the prison are followed through upon release, and that the relevant community agencies (access to resources pose one of the greatest challenges to successful reentry) are on board to help the ex-prisoner's re-enter society. Furthermore, having the same professional work with the ex-prisoner in the community serving as an advocate/case-manager is beneficial during the most crucial period post-release (which is consensually agreed upon as the first 90 days).

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- Abend, S. M. (2009). Freud, transference, and therapeutic action. *Psychoanalytic Quarterly*, 78(3), 871-892.
- Agnew, E. N. (2004). *From charity to social work: Mary E. Richmond and the creation of an American profession*. Urbana IL: University of Illinois Press.
- Alexander, C. (1995). Distinctive dates in social welfare history. *Encyclopedia of social work*. Washington: NASW Press.
- Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: New Press.
- Alexander, M., VanBenschoten, S. W., & Walters, S. T. (2008). Motivational interviewing training in criminal justice: Development of a model plan. *Fed. Probation*, 72, 61-73.
- Allen, H. E., & Abril, J. C. (1997). The new chain gang: Corrections in the next century. *American Journal of Criminal Justice*, 22(1), 1-12.
- Allen, H. E., & Simonsen, C. E. (1995). *Corrections in America: An introduction* (7th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Andrew, D. (2007). Black, note, "The War on People": Reframing "The War on Drugs" by addressing racism within American drug policy through restorative justice and community collaboration. *University of Louisville Law Review*, 46, 177-783.
- Archer, D. N. (2009). Introduction: Challenging the school-to-prison pipeline. *NYL Sch. L. Rev*, 54, 867-1171
- Arditti, J., Smock, S., & Parkman, T. (2005). "It's been hard to be a father": A qualitative exploration of incarcerated fatherhood. *Fathering: A Journal of Theory*,

- Research and Practice About Men As Fathers*, 3(3), 267-288.
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- Baskette, S. (2010). *Misguided justice: The war on drugs and the incarceration of black women*. Bloomington, IN: iUniverse.
- Beckett, K., & Sasson, T. (2004). *The politics of injustice: Crime and punishment in America* (2. ed.). Thousand Oaks, CA: Sage.
- Bereswill, M. (2008). Gender and subjectivity in the interview situation: A critical discussion. *Psychoanalysis, Culture & Society*, 13(3), 316-324.
- Berzins, L. G., & Trestman, R. L. (2004). The development and implementation of dialectical behavior therapy in forensic settings. *International Journal of Forensic Mental Health*, 3(1), 93-103.
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- Blagg, H., & Smith, D. (1989). *Crime, penal policy and social work*. Harlow, UK: Longman.
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- Bloom, S. L., & Farragher, B. (2010). *Destroying sanctuary: The crisis in human service delivery systems: The crisis in human service delivery systems*. New York: Oxford University Press.
- Blumenson, E., & Nilsen, E. S. (2002). How to construct an underclass, or how the war on drugs became a war on education. *Journal of Gender, Race & Justice*, 6, 61-109.
- Blumenthal, S. (2000). Developmental aspects of violence and the institutional response. *Criminal Behaviour and Mental Health*, 10(3), 185-198.
- Bok, M. 1992. *Civil rights and the social programs of the 1960's*. Westport, CT: Praeger.
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Cook, T. (2002). Archives and privacy in a wired world: the impact of the personal information act (Bill C-6) on archives. *Archivaria*, 1(53), 94-114.

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